

THE
School of Nursing
OF THE
Massachusetts General Hospital

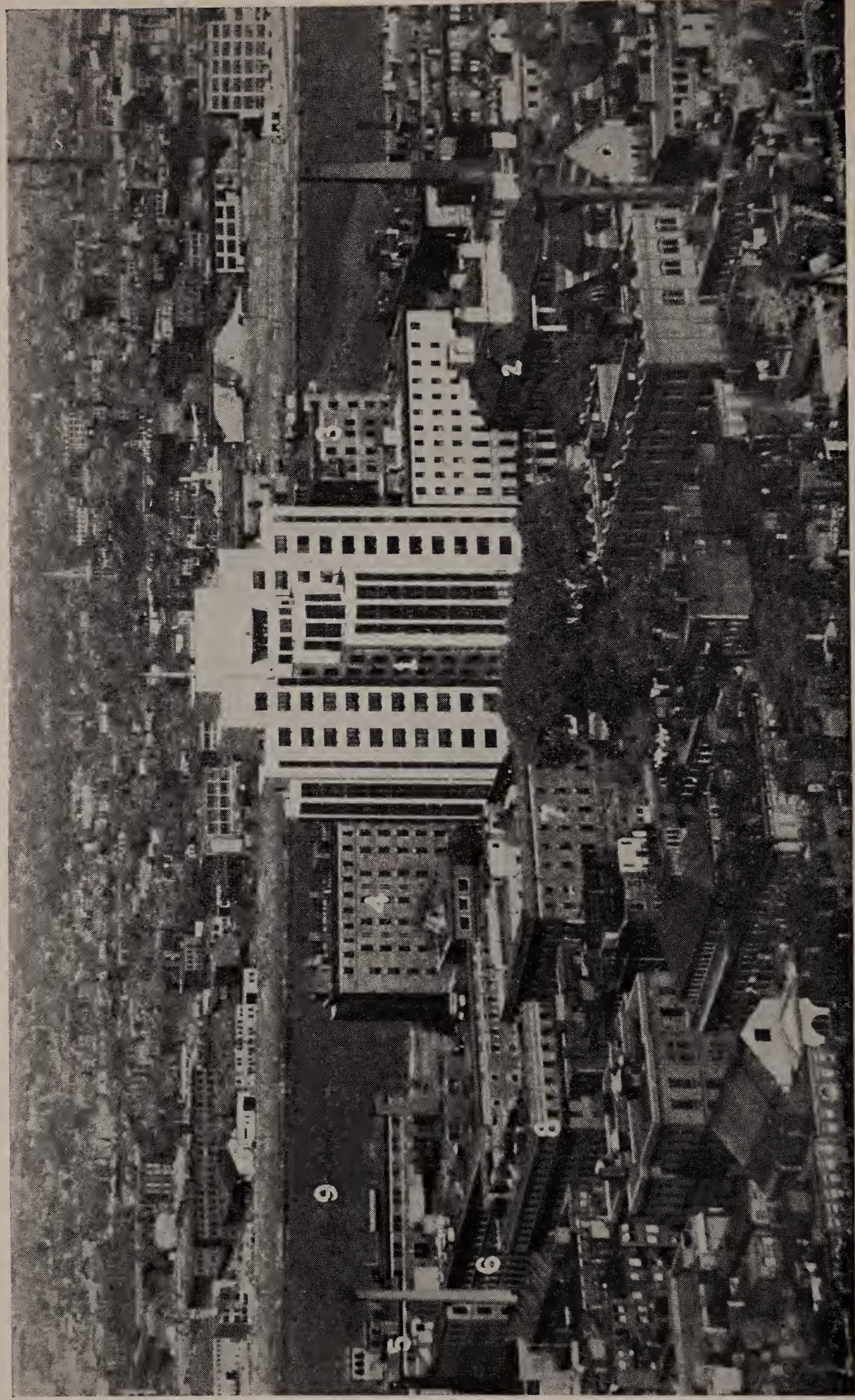


THE BULFINCH BUILDING
From an Etching by Sears Gallagher

ANNOUNCEMENT
FOR
1943 and 1944

"NURSING IS AN ART—AND IF IT BE MADE AN ART, REQUIRES AS EXCLUSIVE A DEVOTION, AS HARD A PREPARATION AS ANY PAINTER'S WORK, FOR WHAT IS THE TRAINING TO DO WITH DEAD CANVAS OR COLD MARBLE, COMPARED WITH HAVING TO DO WITH THE LIVING BODY—THE TEMPLE OF GOD'S SPIRIT. NURSING IS AN ART WHICH CONCERNS EVERY FAMILY IN THE WORLD."

—FLORENCE NIGHTINGALE.



VIEW OF THE HOSPITAL

1. George Robert White Surgical Building, 2. Bulfinch Building, 3. Baker Memorial, 4. Phillips House, 5. Massachusetts Eye and Ear Infirmary, 6. Out-Patient Department, 7. Moseley Building, 8. Walcott House, 9. Charles River.

THE
School of Nursing
OF THE
Massachusetts General Hospital
BOSTON, MASSACHUSETTS



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SCHOOL OF NURSING
OFFICERS, INSTRUCTORS, AND SUPERVISORS
1943 *and* 1944

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Radcliffe College

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General Director, Community
Health Assn.

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HELEN FRENCH
CATHERINE POWERS
SUSAN ANDREWS

MIRIAM HUGGARD
and Head Nurses

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EDNA LEPPER

FRANCES REITER
ANNA GRIFFIN
HELEN FRENCH

FACULTY—TEACHING AND SUPERVISORY STAFF

SALLY JOHNSON, R.N., B.S., *Superintendent of Nurses and Principal, School of Nursing*

Diploma, State Normal School, New Britain, Conn., 1898; Diploma, Massachusetts General Hospital Training School for Nurses, 1910; Postgraduate Course, McLean Hospital School for Nurses, 1911; B.S., Teachers College, Columbia University, 1932; Diploma, Principal of School of Nursing and Director of Nursing Service, Teachers College, Columbia University, 1932; Instructor of Theoretical and Practical Nursing, St. Luke's Hospital, New Bedford, Mass., 1911; Instructor of Practical Nursing, Peter Bent Brigham Hospital, Boston, Mass., 1912; Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1913; Superintendent of Nurses, Albany Hospital, N. Y., 1917-1920; Director, Army School of Nursing, Walter Reed General Hospital, Washington, D. C., July 1, 1918-December 1, 1918; Superintendent of Nurses and Principal of the School of Nursing, Massachusetts General Hospital, 1920-; Superintendent of Nurses, Massachusetts Eye and Ear Infirmary, 1923-; Instructor in Professional Problems, 1920-; Instructor in Social Hygiene, 1933-

RUTH SLEEPER, R.N., M.A., *Ass't. Supt. of Nurses, Ass't. Principal, School of Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1922; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1925; M.A., Teachers College, Columbia University, 1935; Assistant Instructor in Science, Massachusetts General Hospital, 1922-1923; Instructor in Science, Peter Bent Brigham Hospital, Boston, Mass., 1924-1927; Instructor in Anatomy and Physiology, Western Reserve University, School of Nursing, Cleveland, Ohio, 1927-1932; Instructor, Summer Session, Teachers College, Columbia University, 1932; Acting Assistant Superintendent of Nurses, Peter Bent Brigham Hospital, Boston, Mass., 1932-1933; Assistant Superintendent of Nurses and Assistant Principal of the School of Nursing, Massachusetts General Hospital, 1933-; Instructor in History of Nursing, 1933-

FLORENCE KEMPF, R.N., M.A., *Ass't. Principal, Supervisor of Instruction in Sciences*

Diploma, Lakeside Hospital School for Nurses, Cleveland, Ohio, 1923; B.S., Ohio State University, 1926; Certificate, Massachusetts Eye and Ear Infirmary, 1927; M.A., Teachers College, Columbia University, 1936; Instructing Supervisor, University Hospital School of Nursing, University of Michigan, 1926-1930; Instructor of Nursing Education, Vanderbilt University School of Nursing, Nashville, Tenn., 1931-1932; Instructor of Nursing Education, Western Reserve University, School of Nursing, Cleveland, Ohio, 1933-1935; Assistant Principal and Supervisor of Instruction in the Sciences, Massachusetts General Hospital School of Nursing, 1936-; Instructor in Psychology, Sociology, and Principles of Teaching, 1936-

SYLVIA PERKINS, R.N., M.A., *Ass't. Principal, Supervisor of Instruction in Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; B.S. and Diploma in Teaching, Teachers College, Columbia University, 1932; M.A., Teachers College, Columbia University, 1938; Assistant Instructor in Sciences, Massachusetts General Hospital, 1928-1930; Medical Head Nurse and Instructor of Materia Medica, 1931; Director of Theoretical Instruction and Instructor of Sciences, Flushing Hospital, Flushing, New York, 1932-1935; Instructor of Ward Teaching, 1935-1938 and Director of School and Nursing Service, 1936-1938, Morristown Memorial Hospital Post-Graduate School, Morristown, New Jersey; Assistant Professor of Nursing and Assistant Director of Clinical Nursing Education, Russell Sage College School of Nursing, 1938-1940; Supervisor of Instruction in Nursing, Massachusetts General Hospital School of Nursing, 1940-; Instructor in Nursing, 1940-; Assistant Principal, 1941-

EDNA LEPPER, R.N., B.S., *Ass't. Superintendent of Nurses*

Diploma, Massachusetts General Hospital Training School for Nurses, 1926; Summer Course, Teachers College, Columbia University, 1931, 1934; B.S., Teachers College, Columbia University, 1938; Assistant Night Supervisor, Massachusetts General Hospital, 1926-1927; Night Supervisor, Massachusetts General Hospital, 1927; Head Nurse, Strong Memorial Hospital, Rochester, N. Y., 1927-1929; Second Assistant Superintendent, New York Skin and Cancer Hospital, New York City, 1929; Assistant Superintendent of Nurses, Springfield Hospital, Springfield, Mass., 1930-1935; Supervisor of Surgical Wards, Massachusetts General Hospital, 1936-1938; Instructor in Nursing in Surgical Diseases, 1936-1938; Superintendent of Nurses and Principal, School of Nursing, Cooley-Dickinson Hospital, Northampton, Massachusetts, 1938-1941; Assistant Superintendent of Nurses, Massachusetts General Hospital, 1941-

BARBARA WILLIAMS, R.N., M.A., *Administrative Assistant*

B.A., Vassar College, 1916; Diploma, Massachusetts General Hospital Training School for Nurses, 1920; M.A. and Diploma in Administration in Schools of Nursing, Teachers College, Columbia University, 1928; Head Nurse, Massachusetts General Hospital, 1921; Practical Instructor, St. Luke's Hospital, Boise, Idaho, 1922-1926; Director, School of Nursing, Syracuse Memorial Hospital, Syracuse, New York, 1928-1933; Administrative Assistant, Massachusetts General Hospital School of Nursing, 1934-

FRANCES REITER, R.N., M.A., *Supervisor of Clinical Instruction*

Diploma, The Johns Hopkins Hospital School of Nursing, Baltimore, Maryland, 1931; B.S., Teachers College, Columbia University, 1941; M.A., 1942; The Johns Hopkins Hospital: Head Nurse, 1931-1933; Assistant Night Supervisor, 1933-1934; Private Duty, 1934-1936; Montefiore Hospital, Pittsburgh, Penn.: Science Instructor, 1936-1937, Assistant Director of Nurses, 1937-1938; Instructor of Anatomy & Physiology, The Johns Hopkins Hospital, Spring 1941; Part Time Instructor Nursing Education, Teachers College, Columbia University, 1941-1942; Instructor of Anatomy & Physiology, Bryn Mawr College Summer School of Nursing, 1942; Assistant Instructor of Sciences, Massachusetts General Hospital, Fall, 1942; Instructor of Nursing Education and Coordinating Supervisor, School of Education, Boston University, 1942-; Supervisor of Clinical Instruction, Massachusetts General Hospital, 1943-

INSTRUCTORS, SUPERVISORS, AND MEMBERS OF OTHER HOSPITAL DEPARTMENTS*

MARIE S. ANDREWS, R.N., B.S., *Supervisor and Instructor in Surgical Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1936; B.S., Boston University, School of Education, 1941; Staff Nurse, Baker Memorial, 1936; Massachusetts Eye & Ear Infirmary, Head Nurse, 1936; Instructor in Nursing of Eye, Ear, Nose and Throat Diseases, 1937-1942; Public Health Nurse, Boston Community Health Association, Summer, 1942; Massachusetts General Hospital: Supervisor, Surgical and Orthopedic Wards and Instructor in Nursing in Surgical and Orthopedic Diseases, 1942-

SUSAN ANDREWS, R.N., *Instructor in Public Health Nursing*

Diploma, Presbyterian Hospital School of Nursing, N. Y. City, 1931; Certificate Public Health, Simmons College, 1938; Part Time Study, Boston University, 1939-1943; Staff Nurse, Newton District Nursing Association, 1938-1942; Instructor in Public Health Nursing, Massachusetts General Hospital School of Nursing, 1943-

KATHLEEN ARMSTRONG, R.N., *Instructor in Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1938; Summer Course, Teachers College, Columbia University, 1939-1940; Instructor in Nursing, Burbank Hospital School of Nursing, Fitchburg, Mass., 1938-1942; Instructor in Nursing, Massachusetts General Hospital School of Nursing, 1942-

*Arranged alphabetically

CATHERINE BINDERUP, R.N., A.B., *Assistant Supervisor and Instructor in Psychiatric Nursing*

Diploma, University of Nebraska School of Nursing, 1932; Post graduate course, Butler Hospital, 1933; A.B., Radcliffe College, 1942; Assistant Head Nurse, Shepard and Enoch Pratt Hospital, 1933-1934; Head Nurse and Night Supervisor, Neuro-Psychiatric Institute, 1934-1936; College Nurse, University of Rochester, 1939-1941; Assistant Supervisor and Instructor in Psychiatric Nursing, Massachusetts General Hospital, 1942-

ALMA B. CADY, R.N., *Supervisor, Out-Patient Department*

Diploma, Massachusetts General Hospital Training School for Nurses, 1935; General Duty, Massachusetts General Hospital, 1935; Head Nurse, 1935-1940; Supervisor of Nurses, Out-Patient Department, 1940-

ELSPETH CAMPBELL, R.N., *Supervisor of Out-Patient Department*

Diploma, McLean Hospital School for Nurses, 1908; Diploma, Massachusetts General Hospital Training School for Nurses, 1909; Private Duty, 1910; Industrial Nursing, 1917; Supervisor of Out-Patient Department, Massachusetts General Hospital, 1918-

MARY M. CARR, R.N., *Supervisor of Operating Room, Baker Memorial*

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; Private Duty, 1930-1931; Head Nurse, Operating Room, Baker Memorial, Massachusetts General Hospital, 1931-1935; Supervisor of Operating Room, 1936-

ADELE L. CORKUM, R.N., *Supervisor and Instructor in Surgical Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1934; General Duty, Baker Memorial and Massachusetts General Hospital, 1934; Massachusetts General Hospital: Head Nurse, 1934-1940; Assistant Night Supervisor, 1940-1942; Supervisor, Surgical Wards and Instructor in Nursing in Surgical Diseases, 1942-

ANNA M. CROTTY, R.N., *Supervisor, Baker Memorial*

Diploma, Massachusetts General Hospital Training School for Nurses, 1930; Private Duty, 1930-1937; Supervisor, Baker Memorial, Massachusetts General Hospital, 1937-

GRACE P. FOLLETT, A.B., R.N., *Supervisor and Instructor in Medical Nursing*

A.B., University of Wisconsin, 1935; Diploma, Massachusetts General Hospital Training School for Nurses, 1939; Harvard Summer School, 1939; Instructor in Science, Symmes Arlington Hospital, Arlington, Mass., 1939-1940; Instructor in Science, Cambridge Hospital, Cambridge, Mass., 1940-1942; Massachusetts General Hospital: Instructor in Nursing, 1942; Supervisor and Instructor in Nursing in Medical Diseases, 1943-

NANCY FRASER, R.N., *Supervisor of Health and of Students' Infirmary*

Diploma, Massachusetts General Hospital Training School for Nurses, 1914; Massachusetts General Hospital: Head Nurse, 1914-1915; Assistant Night Supervisor, 1915; Head Nurse, 1915-1919; Supervisor, 1919-1920; Supervisor of Health and of Students' Infirmary, 1920-

HELEN FRENCH, R.N., *Supervisor and Instructor in Surgical Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1928; Postgraduate Course, Butler Hospital, Providence, Rhode Island, 1935; Summer Session, Emerson College, 1938; Boston University, Fall Session, 1940, Spring Session, 1942; Head Nurse, 1928-1930, 1931-1932 and Practical Nursing Instructor, 1930-1931, Waterbury Hospital, Waterbury, Connecticut; Massachusetts General Hospital: Head Nurse, 1932-1938; Supervisor, Surgical Wards and Instructor in Nursing in Surgical Diseases, 1939-

MARY E. GILMORE, R.N., *Instructor in Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1940; Summer Session, Teachers College, Columbia University, 1940, Boston University, 1941; Assistant Instructor in Nursing, Massachusetts General Hospital School of Nursing, 1940-1941; Instructor in Nursing, 1941-

ANNA G. GRIFFIN, R.N., *Assistant Superintendent of Nurses, Baker Memorial*

Diploma, Massachusetts General Hospital Training School for Nurses, 1910; Head Nurse, Emergency Ward, Massachusetts General Hospital, 1911; Anesthetist, Massachusetts General Hospital, 1911-1915; Anesthetist, American Red Cross and Charge Nurse, Operating Room, American Women's Hospital, Paignton, England, 1917; American Army Nurse Corps, 1917-1918; Private Nurse, 1918-1922; Assistant Superintendent of Nurses and Practical Instructor, Gale Hospital, Haverhill, Massachusetts, 1922-1924; Diagnostician Nurse, Out-Patient Department, New Haven Hospital, 1924-1926; Assistant Superintendent, Convalescent Home for Children, Rockaway, New York, 1927-1929; Supervisor, Beth Israel Hospital, Boston, Massachusetts, 1929-1930; Supervisor, Baker Memorial, Massachusetts General Hospital, 1930-1938; Assistant in Charge of Nursing, Baker Memorial, 1938-

RUTH W. HALE, R.N., *Supervisor, Baker Memorial*

Diploma, Massachusetts General Hospital Training School for Nurses, 1933; General Duty, Phillips House, Massachusetts General Hospital, 1933-1936; Head Nurse, Phillips House, 1937; Private Duty, 1938-1939; Baker Memorial, Massachusetts General Hospital: Assistant Night Supervisor, 1939, Night Supervisor, 1939-1941, Supervisor 1941-

ELIZABETH J. HALL, B.S., R.N., *Supervisor and Instructor in Pediatric Nursing*

B.S., Simmons College and Diploma Children's Hospital School of Nursing, Boston, 1934; Head Nurse, Faulkner Hospital, 1934-1935; Instructor in Pediatrics, Boston Floating Hospital, 1935-1938; Supervisor of Pediatrics, N. E. Hospital for Women and Children, Boston, 1938-1941; Staff Nurse, Community Health Association, Boston, 1941-1943; Supervisor and Instructor in Pediatrics, Massachusetts General Hospital School of Nursing, 1942-

JANE E. HINKLEY, PH.G., R.N., *Night Supervisor*

Ph.G., Massachusetts College of Pharmacy, 1926; Diploma, Massachusetts General Hospital Training School for Nurses, 1932; Private Duty, 1932-1936; Assistant Night Supervisor, Massachusetts General Hospital, 1936-1937; Night Supervisor, 1937-

RITA KELLEHER, R.N., B.S., *Instructor in Science*

Diploma, Faulkner Hospital School of Nursing, Jamaica Plain, Mass., 1929; B.S., Teachers College, Columbia University, 1938; Instructor in Science, Clinton Hospital School of Nursing, Clinton, Mass., 1931-1937; Instructor in Science and Educational Director, Quincy City Hospital School of Nursing, Quincy, Mass., 1938-1943; Instructor in Science, Massachusetts General Hospital School of Nursing, 1943-

CORDELIA KING, R.N., *Supervisor Operating Room, Instructor in Operating Room Nursing*

Diploma, Massachusetts General Hospital Training School for Nurses, 1932; Summer Session, Teachers College, Columbia University, 1934; Massachusetts General Hospital: Head Nurse, 1932-1935; Supervisor Emergency Ward, 1935; Supervisor, Operating Room and Instructor in Operating Room Nursing, 1935-

KATHERINE M. MAURER, R.N., *Assistant Night Supervisor*

Diploma, Massachusetts General Hospital School of Nursing, 1942; Massachusetts General Hospital: Staff Nurse, 1942; Assistant Night Supervisor, 1942-

RUTH POULES, R.N., *Night Supervisor, Baker Memorial*

Diploma, Henry Heywood Memorial Hospital, 1930; Head Nurse, Henry Heywood Memorial Hospital, 1930; Baker Memorial, Massachusetts General Hospital: Assistant Head Nurse, 1934-1939; Evening Supervisor, 1939, 1940-1942; Assistant Night Supervisor, 1939-1940; Night Supervisor, 1942-

CATHERINE M. POWERS, B.A., R.N., *Supervisor, Baker Memorial*

B.A., Carleton College, Northfield, Minnesota, 1930; Diploma, Massachusetts General Hospital School of Nursing, 1940; Instructor in Nursing Practice, 1940-1941 and Instructor in Medical and Surgical Nursing, 1941-1942, Eastern Maine General Hospital, Bangor, Maine; Assistant Supervisor in Clinical Instruction and Staff Education, Baker Memorial Hospital, 1942-

ANNA H. RAFTERY, R.N., *Assistant Evening Supervisor, Baker Memorial*

Diploma, St. Joseph's Hospital School of Nursing, Providence, R. I., 1934; General Duty, Brooks Hospital, Brookline, Mass., 1935-1941; Baker Memorial, Massachusetts General Hospital: General Duty, 1941-1942; Assistant Evening Supervisor, Baker Memorial Hospital, 1943-

OLIVE ROBERTS, B.S., *Physical and Social Director*

Diploma, Sargent School of Physical Education, 1924; B.S., Boston University, 1931; Physical Director, Public Schools, Akron, Ohio, 1924-1926; Physical Direc-

tor, Junior High School, South Orange, New Jersey, 1927-1930; Social Director, Methodist Episcopal Hospital, Brooklyn, New York, 1931-1932; Physical and Social Director, Massachusetts General Hospital School of Nursing, 1933-

TABITHA W. ROSSETTER, A.B., B.N., R.N., *Instructor in Chemistry*

A.B., Mount Holyoke College, 1930; B.N., Yale University, School of Nursing, 1933; Butler Hospital, Providence, R. I.: Science Instructor, 1933-1934; Instructor in Psychiatric Nursing, 1934-1937; Instructor in Psychiatric Nursing, The Westchester Division, New York Hospital, White Plains, N. Y., 1937-1940; Clinical Instructor, The Miami Valley Hospital, Dayton, Ohio, 1940-1942; Instructor in Chemistry, Massachusetts General Hospital School of Nursing, 1943-

ALMA M. SULLIVAN, B.S., *Librarian*

B.S., Simmons College, School of Library Science, 1939; Assistant, Free Public Library, Watertown, Massachusetts, 1939-1940; Assistant, Lucius Beebe Memorial Library, Wakefield, Massachusetts, 1940-1942; Librarian, Massachusetts General Hospital School of Nursing, 1942-

FRANCES TOMASUNAS, R.N., *Assistant Night Supervisor*

Diploma, Massachusetts General Hospital School of Nursing, 1941; Massachusetts General Hospital: Part time head nurse and General Duty Nurse, 1941-1942; Head Nurse, 1942; Assistant Night Supervisor, 1942-

ANNA M. VIDEN, R.N., *Supervisor of Residences and Lay Personnel*

Diploma, Massachusetts General Hospital Training School for Nurses, 1919; Head Nurse, Out-Patient Department, Massachusetts General Hospital, 1918-1920; Volunteer Worker, Grenfell Mission, Labrador, June-October, 1920; Head Nurse, Massachusetts General Hospital, 1921-1922 and 1931; Henry Street Settlement Worker, New York City, 1922-1923; Industrial Nurse, John Hancock Life Insurance Co., Boston, 1923-1926; Admitting Office and Training School Supervisor, University Hospital, Ann Arbor, Michigan, 1926-1929; Admitting Office Executive, Strong Memorial Hospital, Rochester, New York, 1930-1931; Superintendent, Fairlawn Hospital, Worcester, Massachusetts, 1932-1936; Admitting Office Executive, New England Deaconess and Palmer Memorial Hospital, Boston, 1936-1939; Supervisor of Residences and Lay Personnel, Nursing Department, Massachusetts General Hospital, 1940-

EUGENIA VINCENT, R.N., *Assistant Night Supervisor*

Diploma, Whidden Memorial Hospital School for Nurses, Everett, Mass., 1939; Staff Nurse, Whidden Memorial Hospital, 1939-1940; Certificate, Ward Management, Simmons College, 1940; Massachusetts General Hospital: Staff Nurse, 1941-1942; Assistant Night Supervisor, 1942-

HELEN VOIGT, R.N., B.S., *Second Assistant Superintendent of Nurses*

Diploma, Massachusetts General Hospital Training School for Nurses, 1933; B.S., Teachers College, Columbia University, 1941; Massachusetts General Hospital: Head Nurse, 1936-1938; Supervisor, 1939-1941; Assistant Superintendent of Nurses,

Eastern Maine General Hospital, Bangor, Me., 1941-1942; Assistant Superintendent of Nurses, Worcester City Hospital, Worcester, Mass., 1942-1943; Second Assistant Superintendent of Nurses, Massachusetts General Hospital, 1943-

MARGARET WILSON, R.N., *Instructor in Science*

University of Nebraska, 1930-1931; Diploma, Massachusetts General Hospital Training School for Nurses, 1938; Part-time Study Teachers College, Columbia University, 1939-1940, Boston University, 1940-1942; General Duty, Phillips House, Massachusetts General Hospital, 1938-1939; Assistant Head Nurse, The New York Hospital, New York City, 1939-1940; Instructor in Pharmacology, Microbiology, Medical and Surgical Emergencies, Massachusetts General Hospital School of Nursing, 1940-

LOIS WOODBURY, R.N., *Assistant Instructor in Nursing*

Diploma, Massachusetts General Hospital School of Nursing, 1942; Assistant Instructor in Nursing, Massachusetts General Hospital School of Nursing, 1942-

ELIZABETH U. WRIGHT, R.N., *Evening Supervisor, Baker Memorial*

Diploma, Massachusetts General Hospital Training School for Nurses, 1927; Massachusetts General Hospital: Head Nurse, 1927-1928; Private Duty Nurse, 1929-1942; "Public Health Survey", Simmons College, 1940; Evening Supervisor, Baker Memorial, Massachusetts General Hospital, 1942-

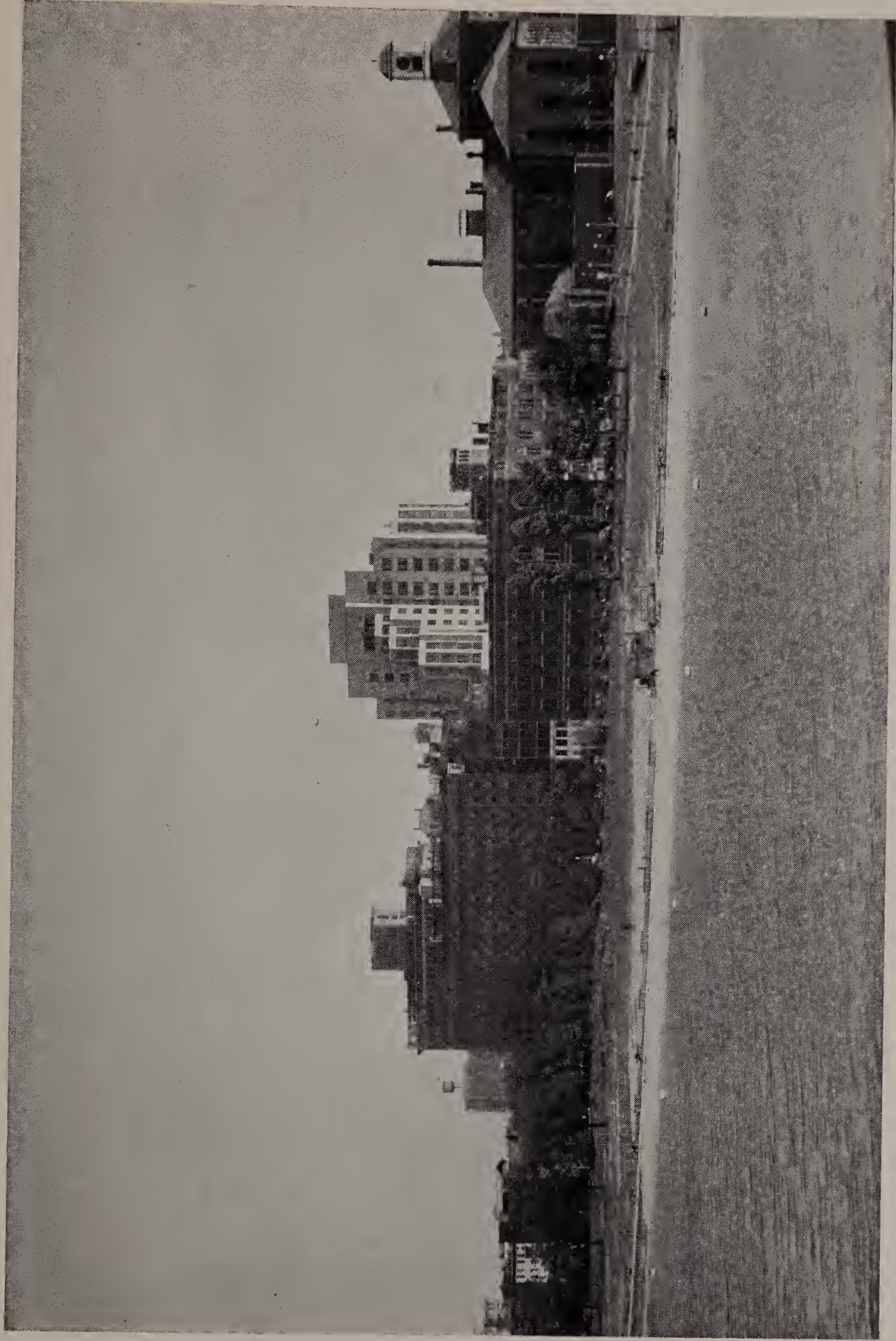
HEAD NURSES

MARION ACKLEY, R.N.
DOROTHEA BAILEY, R.N.
ESTHER BEAN, R.N.
CLARA BLANK, R.N.
JULIA BOGHOSIAN, R.N.
GULA BOYCE, R.N.
BERTHA BREW, R.N.
JULIA BURPEE, R.N.
VIOLA CHASE, R.N.
MARION CLASON, R.N.
MARY COLE, R.N.
RITA CONROY, R.N.
HELENE COUSINS, R.N.
FRANCES DONAGHEY, R.N.
WILLA DOWNER, R.N.
HELENA FILIPAK, R.N.
FRANCES GRADY, R.N.
MURIEL GROSVENOR, R.N.
JEAN HOUGHTON, R.N.
JOSEPHINE KEANENEY, R.N.
MARY KENNEDY, R.N.
NATALIE KING, R.N.
LILLIAN LUBY, R.N.

LOUISE MANSBRIDGE, R.N.
MARGUERITE MANWARING, R.N.
ISABEL MARSHALL, R.N.
EDITH MILES, R.N.
ANNA MOORE, R.N.
EDNA RYAN, R.N.
VIRGINIA MUNDY, R.N.
EVELYN NORDEEN, R.N.
BARBARA PICKETT, R.N.
LOIS PRUSSMAN, R.N.
CATHERINE REID, R.N.
CLEO RICHARDSON, R.N.
GRACE SHERMAN, R.N.
RAE SIMMONS, R.N.
SOPHIE SLOVAK, R.N.
JENNIE SMITH, R.N.
NELMA SOULE, R.N.
MARY SPINNEY, R.N.
HENDRICKA VANDERSCHURR, R.N.
CELIA P. WARREN, R.N.
EILEEN WOLSELEY, R.N.
SARAH ZILG, R.N.

LECTURERS

NELS W. AHNLUND, M.D.	Orthopedics
ARTHUR ALLEN, M.D.	Surgery
JOSEPH AUB, M.D.	Medicine
JAMES AYER, M.D.	Medicine
ALLAN BUTLER, M.D.	Pediatrics
SAMUEL CLARK, M.D.	Eye
STANLEY COBB, M.D.	Psychiatry
OLIVER COPE, M.D.	Surgery
ERNEST DALAND, M.D.	Plastic Surgery
FRANCIS R. DIEUAIDE, M.D.	Dermatology
RICHARD EUSTIS, M.D.	Medicine
MAURICE EVANS, M.D.	Ear, Nose and Throat
JACOB FINESINGER, M.D.	Mental Hygiene
JOSEPH GARLAND, M.D.	Medicine
HARRIET HARDY, M.D.	Medicine
LLOYD E. HAWES, M.D.	X-ray
E. PARKER HAYDEN, M.D.	Surgery
ROBERT HEPBURN, M.D.	Urology
V. H. KAZANJIAN, M.D.	Plastic Surgery
SEYMOUR KETY, M.D.	Medicine
CARROLL B. LARSON, M.D.	Orthopedics
W. F. LEVER, M.D.	Venereal Diseases
ERICH LINDEMANN, M.D.	Psychiatry
JAMES H. MEANS, M.D.	Medicine
YOST MICHELSEN, M.D.	Neurology
PAUL NORTON, M.D.	Orthopedics
HELEN PITTMAN, M.D.	Medicine
RULON, V. RAWSON, M.D.	Medicine
JOHN A. REIDY, M.D.	Orthopedics
MARION ROPES, M.D.	Medicine
RALPH ROSS, M.D.	Pediatrics
G. G. SMITH, M.D.	Urology
LAMAR SOUTTER, M.D.	Surgery
HAROLD STEVENS, M.D.	Public Health
JACOB SWARTZ, M.D.	Dermatology
NATHAN TALBOT, M.D.	Pediatrics
ARTHUR WATKINS, M.D.	Physiotherapy
ELMIRA E. BLECHA, M.S.	Nutrition
MRS. SYLVESTER MCGINN, B.A.	Nutrition
ELMA SEIBERT, M.S.	Nutrition
LOUISE S. BANDLER	Social Service
IDA M. CANNON, R.N., L.H.D.	Social Service
ISOBEL DUGUID	Social Service
HAZEL R. FRITZ, A.B.	Social Service
CAROLYN HEWITSON	Social Service
MARGARET W. RUSSELL, B.A.	Social Service
EDITH M. TERRY	Social Service
LUCY G. MORSE, O.T.R.	Occupational Therapy
GLADYS BATTIN, R.N.	Anesthesia
MARION MIDGELEY, Ed.M.	Reading
MARJORIE ARMSTRONG	Nursery School



THE HOSPITAL FROM THE ESPLANADE AND THE CHARLES RIVER



GEORGE ROBERT WHITE SURGICAL BUILDING, 1939

THE BULFINCH BUILDING—1818

Foreword

SCHOOLS of nursing vary as to desirability. Every young woman who considers entering a school of nursing should learn the essentials of a good school; otherwise she may find, even after spending three years in the school and being graduated from it, that the curriculum failed to provide the theory and practice necessary for the adequate preparation of the nurse of to-day. The inadequately prepared nurse will find many avenues of advancement closed to her. A prospective applicant should select a nursing school that is accredited by the State Board of Nurse Examiners of the state where the school is located, and likewise is accredited by similar Boards in those other states where the applicant may wish to practice. In every state, graduation from an accredited school is a necessary requisite for state registration. Only registered nurses may enroll in the American Nurses Association, the Government Nursing Services, and the Red Cross Nursing Service.

The good school provides adequate clinical experience, employs well prepared teachers, possesses well equipped class rooms, provides good working conditions, and has an adequate and well balanced curriculum. It also provides good living conditions, reasonable hours of work, suitable facilities for recreation, makes every effort to maintain the health of the students, and takes good care of them when they are ill. All registered schools adequately prepare their graduates for surgical, medical, obstetrical, and pediatric nursing. These schools also teach the principles of public health nursing and the principles of the nursing care of patients ill with mental diseases and with contagious diseases. Many schools provide clinical experience in these three latter fields for a number of their students. A few schools provide clinical experience in all three of these fields. The last decade has brought a new emphasis on the importance of the maintenance of health and prevention of illness. The nurse has a very important role as a teacher of health; therefore, the good school of nursing incorporates the social and health aspects of nursing throughout the entire curriculum and the principles, practices, and techniques of health teaching into certain specific courses.

The location of a school of nursing has much to do with the educa-

tional and cultural opportunities available to student nurses. The prestige of the school and the standing and accomplishments of the alumnae are matters of importance. A survey of the fields in which the graduates of a school are employed, an estimate of their standard of work, and a review of the importance of the positions which they hold are among the measuring rods by which the success of a school may be judged.

The prospectus of a school of nursing generally makes a statement as to whether a school is accredited by the State Board of Nurse Examiners. If no such statement is made, this information will be supplied by the Board. The office of the Board of Nurse Examiners is usually located in the Capitol Building of each state.

The Massachusetts General Hospital School of Nursing is registered in Massachusetts and New York. In 1940, the School was surveyed and accredited by the National League of Nursing Education. Graduates of the School, who are also graduates of accredited high schools, are, as far as our knowledge extends, eligible to take examinations for registration in every state in the Union. If the grades obtained in the Massachusetts State Board examinations are sufficiently high, the graduates may be registered in other states by reciprocity.

Obviously no person can fortell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in states other than the one in which her school is located. The policy of this School, however is to keep informed of all such regulations and to prepare its graduates to meet them.

General Statement

EARLY HISTORY The School of Nursing is an integral part of the OF THE HOSPITAL. Massachusetts General Hospital. This Hospital, the third oldest in America and the oldest in New England, received its charter of incorporation in 1811. The corner stone of the original building was laid July 4, 1818. This building is of Chelmsford granite and was designed by Charles Bulfinch. The interior has been modernized to meet the present-day demands of the one hundred and seventeen patients housed within its walls; but great care has been taken to preserve the general lines of the building, the beautiful halls, and the lovely doorways. The Bulfinch stands with Faneuil Hall and the State House as fine examples of the work of that great architect of the eighteenth century. The Hospital is over one hundred and twenty years old and from one building has increased to a group numbering about twenty separate buildings. With few exceptions all have been extensively remodeled or recently erected. The first patient was admitted in 1821, and for well over a century the Hospital has maintained a standard of service which has enabled it to retain its place among the leading hospitals of the world. Members of the medical and administrative personnel have made contributions to the improvement of the care of the sick which are of far reaching significance.

**CONTRIBUTIONS OF
WORLD-WIDE IMPORTANCE.**

One of the earliest of these contributions was made by Dr. Oliver Wendell Holmes, probably better known as an author than as a physician. He was a member of the Hospital staff from 1840-1849. In 1843 he published his essay on the "Contagiousness of Puerperal Fever." In this paper Dr. Holmes stated his beliefs concerning the transmission of this disease and also his beliefs relative to the prevention of such transmission. At first, several of the leading physicians of the country scoffed at his deductions, but in time Dr. Holmes's affirmations were accepted as facts and he was accorded enrollment among the benefactors to mankind.

The greatest contribution was made on that day in 1846 when in the operating theatre of this Hospital Dr. Morton gave the first public demon-

stration of the use of sulphuric ether to produce surgical anesthesia. Dr. John C. Warren performed the operation. The patient, when he recovered, declared he had felt no pain. The news of this discovery went from that room throughout the world and a new era of surgery began.

Dr. Reginald Fitz was appointed microscopist to the Hospital in 1871, and from 1887 to 1908 was a visiting physician. In 1886 he read his paper entitled "Perforating Inflammation of the Vermiform Appendix" before the Association of American Physicians. The paper summarized findings which Dr. Fitz believed proved that in the appendix is to be sought the most frequent single cause of inflammation of the bowels or of peritonitis. This teaching was a great contribution to medicine and surgery and so to humanity.

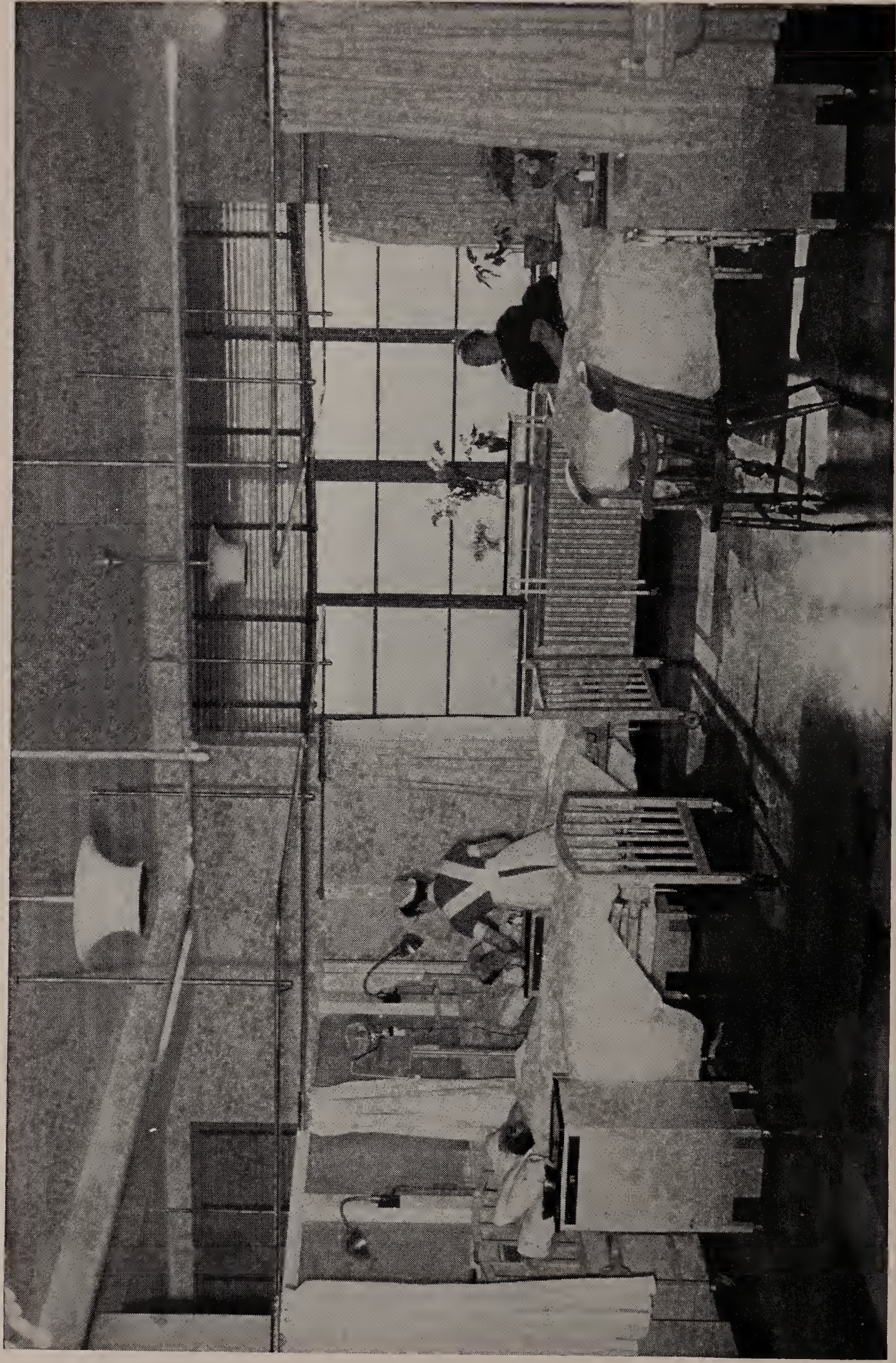
In 1905 a Social Service Department was organized in the Out-Patient Department of the Massachusetts General Hospital. This was the beginning of organized social work in the medical institutions of the United States. The innovation was due to the vision of Dr. Richard C. Cabot.

PRESENT-DAY
SERVICE. This great Hospital, with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, has long made its wards available to the poor and its private pavilion available to the well-to-do. That these facilities may also be available to people of moderate means, the largest group in any community, the Hospital, in 1930, erected a new building for the exclusive use of this group of patients. It is named the Baker Memorial in memory of the parents of the largest donor to the funds which made this building possible. The building is so organized and administered that the patient not only has for his use the facilities indicated above, but he may also know, upon admission, just what his hospital stay will cost. The details of the unusual contribution that this department of the Hospital has made to the medical care of people of moderate means cannot be given here, but the Baker Memorial is considered one of the outstanding contributions which the last decade has made to hospital service.

In 1939, the George Robert White Surgical Building was opened. This building has beds for 289 surgical patients. Besides wards and rooms for patients there are located in this building operating rooms,



A MEDICAL WARD



A UNIT IN A SURGICAL WARD

a central supply room, the x-ray department, surgical laboratories, and the emergency ward.

Through the fusion of the Huntington and the Vincent Memorial Hospitals with the Massachusetts General Hospital in 1942, the tumor and gynecologic services have been greatly strengthened.

A small psychiatric division cares for 17 patients, giving an opportunity for some student nurses to have experience in caring for these patients in the home Hospital. The main Mental Department of the Massachusetts General Hospital, however, is the McLean Hospital, located in Waverly, twelve miles from Boston. The McLean Hospital has its own school of nursing.

Today the Massachusetts General Hospital cares for adults and children acutely ill with general medical and surgical diseases. The unit provided for patients ill with contagious diseases is very small.

A convalescent ward was established in the fall of 1940. Student nurses are not assigned to this division, but it does furnish a special field for staff nurses, whose professional knowledge may be broadened by the care of convalescent or chronically ill patients.

CLINICAL FACILITIES WITHIN THE HOSPITAL.

The Hospital naturally divides itself into four parts: the General Hospital wards of 502 beds; the Phillips House, the private pavilion of 102 beds and 22 bassinets; the Baker Memorial, the building for people of moderate means, now open to a capacity of 300 beds and 42 bassinets; and the Out-Patient Department with a daily clinic of 602 patients. During the year just closed the first three named departments have cared for over 15,000 patients, and the Out-Patient Department, with its fifty-three different clinics, has cared for over 266,000 patients' visits. These facts make evident the Hospital's extensive clinical facilities for the teaching of student nurses.

EARLY HISTORY OF THE SCHOOL.

In 1872 the Woman's Education Association sought a new organization for self-supporting women. A member suggested that trained nursing offered desirable occupation and that these trained women would fill the need for private nurses in the community. A committee was formed to study the establishment of a school and a member visited Florence Nightingale for

advice. One of the most prized possessions of the School today is a statuette of Miss Nightingale made by her cousin, Hilary Bonham-Carter, which was brought back from Europe at the time of that visit.

The Trustees of the Massachusetts General Hospital consented to give over the nursing care of the patients in one Hospital building to the contemplated school for a practice field. The committee engaged a Civil War nurse for a superintendent and two practical nurses for head nurses, enrolled four students, and launched the School into the Hospital wards November 1, 1873, under the name of The Boston Training School for Nurses. Almost immediately the original committee transferred control and property to a Board of Directors who conducted this School for twenty-two years, or until January 1, 1896. Then the management of the School was transferred from the Board of Directors of The Boston Training School for Nurses to the Trustees of the Massachusetts General Hospital, of which institution it is now an integral part. At the time of this last transfer the School was named the Massachusetts General Hospital Training School for Nurses. The change in management brought no immediate change of nursing staff and several members of the Board of Directors of the Boston Training School for Nurses later became members of the Advisory Committee to the Massachusetts General Hospital Training School for Nurses. And, as neither the residence nor the practice field of the student nurses was changed, the continuity of the School was unbroken.

In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing. This was done to conform to the present-day educational aims which stress "learning" rather than "training."

ALUMNAE—
GEOGRAPHICAL
DISTRIBUTION.

The School, therefore, has passed its sixty-ninth birthday. It has graduated three thousand and thirty three nurses, probably the largest number graduated from any school of nursing in the world. To the School have come young women not only from every part of the United States and Canada, but from England, France, Switzerland, Germany, Greece, Italy, Armenia, Albania, China, Syria, Czechoslovakia, Poland, Turkey, and India. A careful survey has shown that the graduates of the School have served in every state in the Union, and on every continent on the globe. The year books record these graduates in approximately fifty-six different forms of

nursing work and also show that among the women in active work today, only about twenty-six are engaged in work other than that of nursing or its allied vocations. This last fact is convincing proof that the right type of woman, adequately prepared, finds joy and satisfaction in nursing.

The public today not only recognizes the nurse as a person who cares for the sick, but as a person who teaches the maintenance of health and the prevention of illness. She is also recognized as a person who can aid in the solution of many of the social and economic problems of the home, the school, and the community, and is therefore a valued member in any social group.

AIM. The aim of the School is to set up a program by means of which the student will learn to give intelligent and skilled nursing care, to teach others the principles and practices of health, to function intelligently as a health worker in the community, to maintain her own physical and mental health, and to develop her own capacities as an individual.

It is the purpose of this School to maintain a standard worthy of the ideals cherished by that group of high-minded men and women who established it. The founders of this School recognized the value to the community of the right kind of young woman adequately prepared for nursing. The School intends to admit only those young women who possess high personal standards of living, who have demonstrated the ability to maintain a high level of scholarship, and who have developed the maturity and the ability to make satisfactory personal and social adjustments. The School then attempts to provide for these young women satisfactory living and working conditions, a high grade of classroom instruction and adequate clinical experience. Thus the School hopes to continue to graduate not only young women who possess nursing knowledge and nursing skill, but those who also possess desirable personalities, strong characters, and a sense of social responsibility.

On the following pages is set forth an outline of the plan by which the School endeavors to accomplish its aim.

General Information

LOCATION. The School Office is in the White Memorial Building, located on Fruit Street, at the head of North Grove Street.

TO REACH HOSPITAL.

(a) From Back Bay or Huntington Avenue Stations go to Boylston Street and to the bus stop by the Public Library. Take bus marked "Bowdoin". Leave bus at North Grove Street and walk one block north.

(b) From the North Station walk to the Hospital or take taxi cab.

(c) From Park Street Subway Station take subway train to Charles Street Station. Walk one block east and one block north.

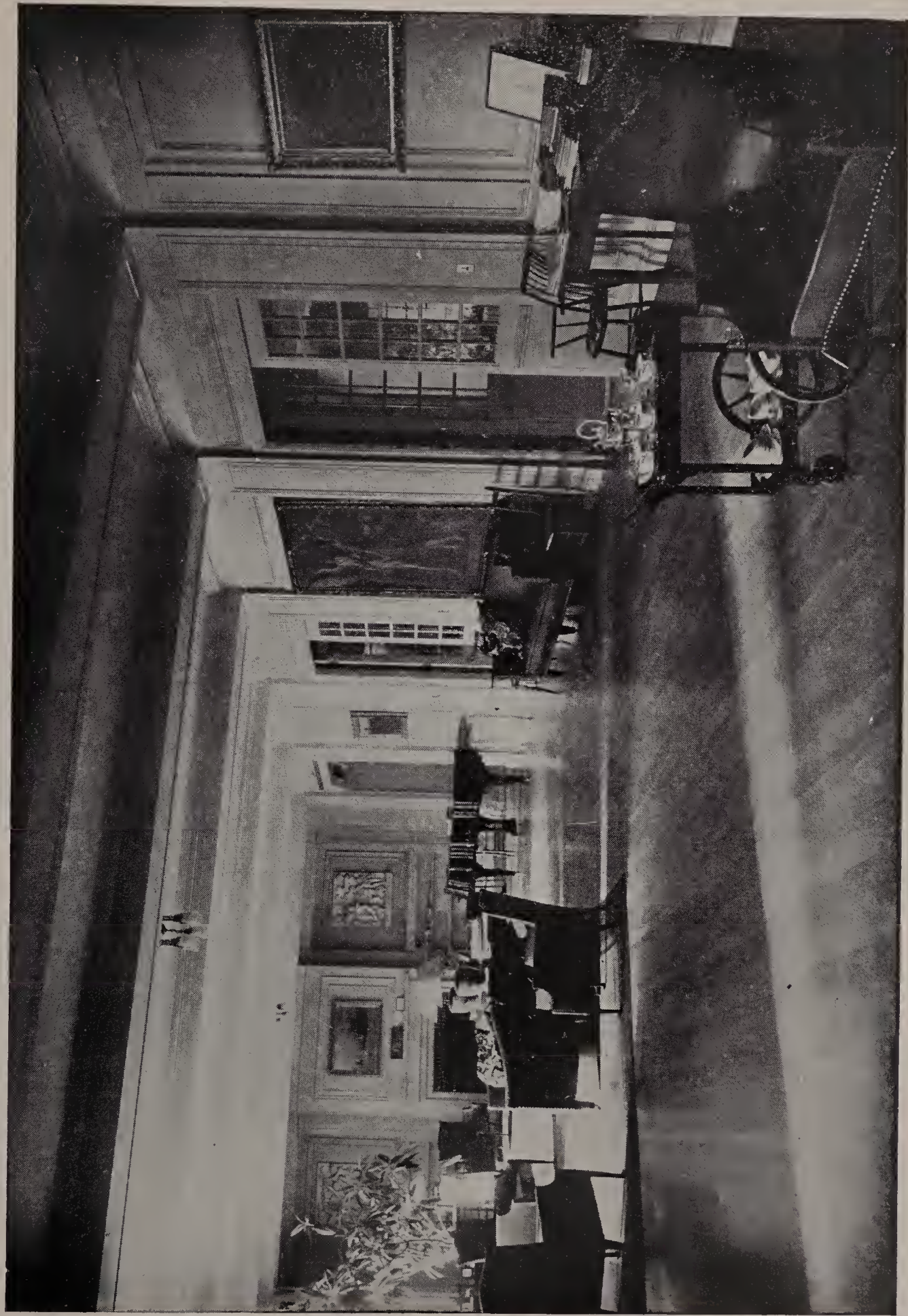
(d) From South Station enter the subway just outside main entrance and take Cambridge train to Charles Street Station. Walk one block east and one block north.

(e) Visitors using street cars which come through Arlington Street Station should leave subway at Arlington Street and take bus marked "Bowdoin". Leave bus at North Grove Street and walk one block north.

APPLICATION. Whenever possible, written application should precede the personal interview. The written application should be submitted on the form supplied for the purpose accompanied by a personal letter and photograph. An unmounted photograph such as is used for passports is required. An acknowledgement of the application will be forwarded but an interval of time may elapse before action is taken upon the application.

A personal interview is required of all applicants living within a reasonable distance. Whenever possible the applicant should be accompanied by her mother or by some relative who is interested in her welfare. The Principal or some one of her assistants will be available to interview applicants between three and four on Monday, between nine and eleven on Tuesday and Saturday, and may be available at other times by appointment.

Unless by special appointment, the interview should be planned approximately three weeks following the written application. This interval is needed to assemble records and to notify those who do not appear to



COMFORTABLE AND ATTRACTIVE RESIDENCE ENCOURAGE SOCIAL ACTIVITIES



THE STUDENT NURSES' COOPERATIVE ASSOCIATION MEETS WITH ITS FACULTY REPRESENTATIVES, SUPERVISOR, ASSISTANT PRINCIPAL, AND SOCIAL DIRECTOR

be among the best qualified for entrance to the School. After the necessary school and personal records have been received and reviewed, the applicant will be notified as to the advisability of completing the application by having a physical examination and by taking a series of aptitude tests.

Classes are admitted early in September and February.

AGE. The preferable age is between nineteen and thirty years although younger applicants may be accepted. Rarely is a young woman accepted before her nineteenth birthday unless she has had one or two years of study in advance of the high school preparation. No applicant can be accepted until she has passed her eighteenth birthday.

CIVIL STATE. The School considers it inadvisable to admit or retain married women.

EDUCATION. Applicants with high school preparation only must be graduated from approved high schools or present equivalent acceptable preparation. Sixteen units of study are required, namely: 4 units of English, 2 units of a foreign language, 2 units of history, or 1 unit of history and $\frac{1}{2}$ unit of civics, 2 units of college mathematics, 1 unit of chemistry, 1 unit of biology, and 4 or $4\frac{1}{2}$ units of elected subjects. The college, general, or scientific program is preferred. Latin or any modern foreign language credited by the high school will be accepted, but both units must be in the same language. Physics may be substituted for chemistry and general science for biology, but chemistry and biology are preferred. Clerical practice and bookkeeping may not be substituted for mathematics. The elected subjects, as far as possible, should include history or other social studies, science, mathematics, and foreign language. All courses must satisfy the requirements of the Board of Registration of Nurses in Massachusetts. Every high school graduate must stand in the upper half of her graduating class or must have passed the College Board Examinations in specified subjects. Preference will be given to those who stand in the upper quarter of their graduating classes and whose grades are all at least ten points above the passing grade of the school.

Applicants planning one or more years of college study preparatory to entrance should include in the college program, as far as possible, courses

in English, history, chemistry, zoology or biology, psychology, and sociology. Applicants entering from college must satisfy the basic entrance requirements listed for high school graduates, but the requirements may be met by a combination of high school and college courses. Grades received in college should be sufficiently high to indicate the applicant's ability to carry satisfactorily a program of study on the college level.

In the evaluation of all school credentials, consideration is given to the requirements of the school attended, the type of course taken, the yearly grades, and the achievement of the applicant as indicated by the cumulative record. Preference is given to the applicant who, in addition to acceptable health and personal qualifications, presents the more advanced educational preparation and shows ability to carry a study program beyond the high school level.

**TIME CREDIT FOR
COLLEGE GRADUATES.**

College graduates who show aptitude in nursing and who maintain an average of "B" during the first two years may receive 8 months credit of time thereby completing the course in 28 months. Although no special science prerequisites are required to qualify for the time credit, applicants whose college courses are not yet complete should include at least one academic year of the sciences listed above. Other college subjects of high value in a pre-nursing course are comparative anatomy, physiology, organic and physiologic chemistry, physics, bacteriology, and sanitary science. Courses in philosophy, education and economics are helpful in the social science area.

Applicants considering a shortened course should realize that nursing laws and rulings of State Boards of Nurse Examiners in many states require a minimum course of three years for every nurse presenting herself for registration examinations. In some states where the three year course is required, college graduates who have chosen the shortened course may qualify for registration by taking a postgraduate clinical course.

There are many excellent opportunities for the mature woman who is well educated, well prepared professionally, and who possesses pleasing personality, sound judgment, and sterling qualities of young womanhood.

NOTE: The School reserves the right to alter any program or policy outlined in this bulletin.

RESIDENCE. The Massachusetts General Hospital has three comfortable residences for the student nurses. The Thayer, which is situated on the Hospital grounds, is connected with the main buildings by subway and accommodates 128 students. In the Thayer there are fifteen double rooms. All other rooms are single. It has a laundry, kitchenette, recreation and tea rooms. The wing overlooks the Charles River and has a roof furnished with awnings, steamer chairs, and hammocks. The Charles Street House, about eight minutes walk from the Hospital, is used when new classes fill the other houses to capacity. With the exception of three single rooms, all rooms in that house are double. The Walcott House is just outside the Hospital grounds and is connected with the main buildings by subway. It has 142 single rooms, a large, attractive reception room, recreation room, two small social rooms, kitchenette, classroom, laundry, and infirmary. That building also has a roof which is available for outdoor use.

EXPENSES. The cost of the course including uniforms and regular fees is approximately \$130. Individual items and their costs are listed below.

With the exception of the registration fee, all regular fees are payable upon entrance to the School.

Registration fee	\$5.00
Payable when appointed to the School. Not refundable.	
Tuition fee	45.00
Payable on entrance to the School. Not refundable.	
Breakage fee	10.00
Payable on entrance to the School. Balance if any, refundable upon graduation or resignation from the School.	
When breakage exceeds \$10, a second deposit may be required.	
Student activity fee	5.00
Payable on entrance to the School. Not refundable.	
Deposit for keys	1.00
Payable on entrance to the School. Refunded upon return of keys.	
Textbooks	12.00
Payable on entrance to the School for textbooks needed in addition to those furnished by the School.	
Carfare for educational trips	6.00
During the three years, students should be prepared to meet the expense of certain educational trips, the total cost of which will not exceed \$2 per year.	

Uniforms purchased before entrance, approximately	46.00
Expenses to be met at entrance	\$130.00

After the preliminary term or when the student is fully accepted into the School, she wears the uniform of the School, provided by the School.

From the time of admission, the School provides the basic textbooks. Any student who leaves before graduation must return the uniforms and textbooks given by the School. They may be retained upon graduation.

Throughout the course, the student will be maintained by the Hospital without expense for board, room, and laundry. Other expenses for clothing, recreation, etc., should be provided for by a personal budget or allowance. No financial compensation is given.

Certain additional fees may be necessary for some students.

For repeating a course

If a student is permitted to repeat a course, an additional tuition fee will be charged 5.00—10.00

For re-examination

If the class standing of a student warrants, opportunity will be given to repeat a final examination 2.00

For the elective affiliation in public health nursing

Students who elect and who are assigned to the affiliation in public health nursing will be required to pay an additional tuition fee of \$10. It is also necessary to plan on as as \$10 for carfares during this assignment 20.00

SCHOLARSHIPS—
LOAN FUND.

Each year the hospital offers a limited number of \$100 scholarships to pupils who need financial assistance. An applicant for a scholarship must have been in the School more than six months, and be within more than six months of graduation; she must not have fallen below 75 per cent in any one subject, and must have an average of 85 per cent. A loan fund for student nurses has been established in memory of Marion Moir West (1889). This fund which was established by a sister of Miss West is administered by the Principal of the School.

ACCEPTANCE
AND DISMISSAL

The Principal of the School, with the approval of the Director of the Hospital, decides as to the student's fitness for the work, and whether she should be retained. The preclinical course is of six months duration. During

the first four months the major part of the course is given in the classroom, the remainder on the wards where the practice in nursing is closely supervised. The major part of the last two months is spent on the wards in order to determine the student's ability to adjust herself to the ward situation. The School cap is given to those who successfully complete the first period of four months and the School uniform is given to those who successfully complete the entire preclinical course.

The Principal of the School may, with the approval of the Director and the Chairman of the 'Trustees' Committee on the General Hospital School of Nursing, terminate the connection of a student with the School at any time for reasons which may to these officers seem sufficient.

HOURS OF DUTY— The nature of hospital work is and always will be such that emergencies may arise which will necessitate deviation from the prescribed hours of duty, but the unreasonable number of hours of work and the great amount of housework often supposed to be required of a student nurse belong to a past generation. In all first-class hospitals most of the housework was long ago given over to maids, and in this Hospital much of the other routine work, formerly done by student nurses, is now done by a corps of ward helpers. During the first four months, the schedule of hours for ward duty averages twelve hours a week. During this period the students are off every Saturday afternoon, the morning of one Sunday, the afternoon of the next Sunday, and all of every third Sunday.

After the preclinical term, the fifty-two-hour-a-week schedule for day ward duty is in effect. Student nurses are off one-half day during the week and a half day on Sundays and legal holidays. Five days each week students work eight hours. Four hours of class each week may be attended in ward time. Student nurses assigned to night duty, work eight hours each night beginning at eleven o'clock. Each period of night duty is generally four weeks.

During the course, nine weeks of vacation are given at such times in the various years as best fit the class program. As a health measure the Principal may stipulate that in addition seven days may be used for rest or for care of minor illness in order that more serious illness may be averted. Throughout the three years emphasis is placed upon positive health.

HEALTH
SERVICE.
CARE OF
ILLNESS.

Because of the increasing emphasis on the maintenance of health and the prevention of disease, it becomes imperative that the nurse herself set an example of health. The School endeavors to conserve and promote the health of the students and requires them to co-operate in this endeavor. Prerequisites for a satisfactory health program are right living and working conditions. These programs are outlined elsewhere.

A member of the medical staff of the Hospital and a supervisor on the staff of the School are directly responsible for the care of the health of the students. Any or all of the medical resources of this great Hospital are available when needed for student health. The first step in the health program is a thorough physical examination including an x-ray of the chest. The Hospital maintains a daily morning clinic to which students may report for instruction relative to the establishment of positive health habits or for physical examination and care. There is a routine yearly physical examination. Weights are recorded bi-monthly and marked deviations from normal weight are given the necessary attention. Each student must meet the cost of her own dental care. The dietary regime is in charge of the graduate dietitians and the menus are so planned that an adequate and properly balanced diet is assured. The staff of the School includes a graduate of a school of physical education who is prepared to aid in the correction of postural or similar defects. This worker is also supervisor of extra-curricular activities which make their particular contributions to the health program.

Minor illnesses are cared for in the School infirmary. Illnesses of a more serious nature are cared for in the Hospital without cost to the student, for a reasonable length of time. The School cannot assume financial responsibility for extended care of illness that may result from defects or conditions that existed before entrance, or for illnesses of a chronic nature. As this Hospital can not always admit patients with contagious diseases, students who contract these diseases may be cared for in one of the local hospitals which does admit this group of patients. It is generally the policy of this Hospital to pay for that care. Whenever or wherever special nursing is requested, this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion.

All time lost because of illness is made up.

LEAVE. Students are not privileged to absent themselves from the School to care for sick relatives or for other personal reasons. Absence is allowed only in extreme cases. When absence, for any reason, results in the loss of more classes than a student can be allowed to make up by extra study, the date of the student's return and the privilege of proceeding with her class in the School is determined by the Faculty. Loss of time for any reason must be made up.

ADVANCEMENT AND GRADUATION. Students advance from year to year who satisfactorily complete the prescribed course of each year, pass the examinations, demonstrate ability in nursing, and in the opinion of the Principal and Faculty of the School, are personally fitted to assume the responsibilities of the nursing profession. Students who fail in any of the necessary requirements may at any time during the course be conditioned or recommended to withdraw. These young women should resign without hesitation and need have no sense of failure if, through no fault of their own, they may neither possess nor be able to acquire the essentials of a good nurse. The standard of grading adopted by the School is as follows: A, excellent; B, good; C, fair; D, low; E, condition; and F, failure. Final course grades will be evaluated on a basis of weighted quality points: A, 4 quality points; B, 3 quality points; C, 2 quality points; D, 1 quality point; E and F, 0 quality points. Unsatisfactory grades may be reported to parents or guardians monthly after the second month of the preclinical term and at the end of each term thereafter. Failure to meet the School standard places a student on condition. When the student has satisfactorily completed the entire three-year course, passed all the examinations, shown ability in nursing, and, in the opinion of the School authorities, has the personal qualifications necessary for a nurse, she will be given the diploma and pin of the School. Each graduate is required to leave, for her permanent record in the School, a photograph of such size and style as the Principal deems desirable. One transcript of the School record will be furnished without charge. A charge of one dollar is made for each subsequent copy.

THE ALUMNAE ASSOCIATION. This Association was organized in 1895. The object is to improve the professional work of the graduates and to promote good fellowship among them. Monthly meetings are held from October to May, inclusive. The Alumnae has

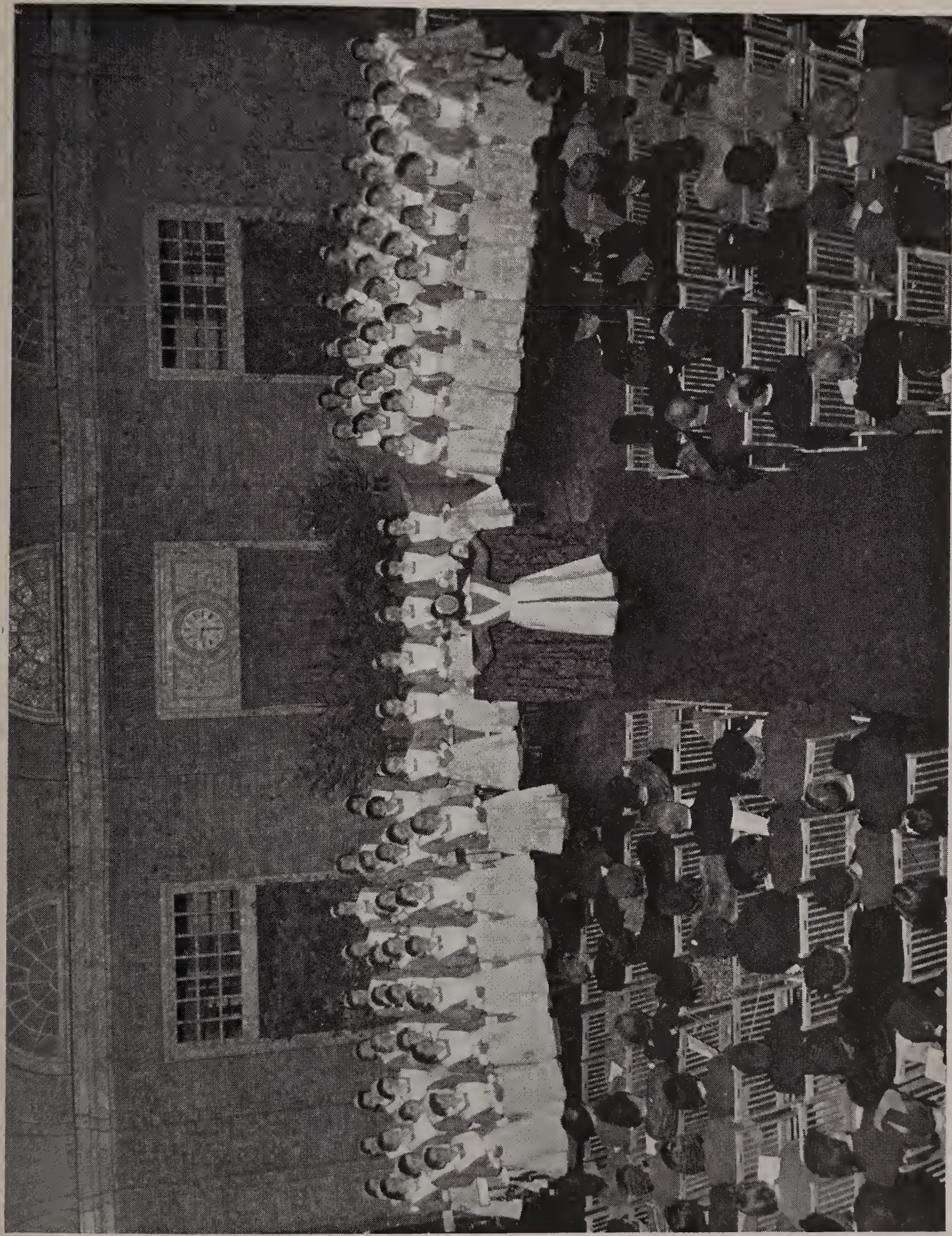
endowed a Hospital bed for the use of its members who are ill, has created the Annabella McCrae Loan Fund for postgraduate study, and is in the process of creating an endowment fund for the educational purposes of the School of Nursing. The organization has published a history of the Training School and also publishes a quarterly magazine. The Sick Relief Association is another organization of the graduates.

POSTGRADUATE OPPORTUNITIES. Graduates from the School who wish to specialize in the care of nervous and mental diseases may, by spending a year at McLean Hospital, Waverly, secure the diploma of that School; or by taking a postgraduate course of six months, receive a certificate. These courses prepare a nurse to meet a great and constantly growing need in the community. Alumnae who wish to study methods adopted in the Massachusetts General Hospital since graduation may have two months of clinical experience in the wards of the Hospital.

Graduates of the School who are interested in additional general and professional education may matriculate for the Bachelor of Science degree at Simmons College, at Boston University, at Teachers College, Columbia University, New York City, and at other colleges offering courses in nursing. To graduates with no advanced credit except the undergraduate course in nursing, Simmons College will allow a maximum of 24 year hour credit. This is usually equivalent to one and one-half years of study in the four-year college course. Teachers College, Columbia University, will grant advanced standing of one year or more of college credit for the three-year undergraduate nursing course.

Graduates of the School, who have satisfactorily completed in an approved college a two-year academic program acceptable to Simmons College, may in one year at Simmons College complete the requirements for a Bachelor of Science degree. In certain cases the year of study may be spent in preparation for head nursing or for public health nursing. A student who plans pre-nursing college study with the hope of completing her work for a degree at Simmons College, should whenever possible, confer with that College when planning her first two years of college study in order to know that the courses selected will be acceptable to Simmons College for transfer credit.

Graduates of the School who have previously received a Bachelor's



THE ANNUAL CHRISTMAS CANDLE LIGHT SERVICE IS AN IMPORTANT EVENT
IN THE EXTRA-CURRICULAR PROGRAM



THE PALMER-DAVIS LIBRARY—NURSES' REFERENCE LIBRARY

degree from a recognized college will be admitted to Teachers College, Columbia University, as candidates for the Master's degree.

Nurses applying for college entrance with advanced standing will be expected to meet the entrance requirements of the college, to be registered, and to be recommended by the Principal of the School as being able and prepared to carry college work.

ADVANTAGES OF THE NURSING PROFESSION.

The study of nursing brings further opportunities for education to the high school graduate, at small expense to the student, because she assists in the care of the Hospital patient. For this, the Hospital provides maintenance and instruction. During the course, the student gains a knowledge of life, of health, and of the prevention of disease. This should make every graduate a valuable member of her community. Second only to the service of the woman who is the head of her own home is the service of that woman who, to a background of education and refinement, has added the course of instruction given in a well organized school of nursing. An education in nursing is an excellent preparation for the woman who may some day be responsible for the administration of a home and the upbringing of her children.

The opportunities for graduates are presented in four main fields. Private duty in a home or in a hospital may be full time with one patient, or hourly nursing with several patients. Hospital nursing may be that of staff nurse, head nurse, supervisor, superintendent of nurses or of the hospital, x-ray or laboratory technician, anesthetist, or assistant in research. Nursing school positions include those of instructor in physical, biological and social science, in elementary nursing and the various branches of clinical nursing, of supervisor and of principal or dean in charge of a school. Public health nursing may be in a school, in an industry, or in a community. The nursing in Government Services may be with the Army, Navy, U. S. Public Health Service, Veterans Administration, or Bureau of Indian Affairs. In the national crisis today, graduate nurses who are members of the Red Cross Nursing Service are being called in large numbers for service in the Army and Navy Nurse Corps. Every qualified nurse who has a sense of allegiance to her country will join the Red Cross Nursing Service in order that, when she can be

spared from civilian duties, she will be ready for service in the National Defense Program.

During the last few years much has been said and written about the over supply of nurses and the consequent unemployment. While a number of well prepared nurses faced too many and too long periods of unemployment, many more faced this because they were inadequately prepared to meet the demands that are made upon the nurse of today. In some instances the lack was in nursing education and experience, but more often the lack was in personality qualifications. The nursing profession has been alive to this situation and has applied many remedies. This School, in common with many others, has grown more discriminating in the choice of students, has continuously improved its curriculum, and endeavored to aid the student to develop the best possible personal and personality qualifications. This program is carried over into the group of graduates employed in this Hospital by means of an in-service staff education program. This Institution was one of the first in this section of the country to spread employment by the establishment, in 1934, of an eight-hour day for hospital private nurses. In normal times the census of the graduate nursing staff is three hundred and fifty and of the private duty nurses in the Hospital approximately two hundred. These figures show a daily employment of nearly five hundred and fifty nurses.

To a degree, nursing is not a steady occupation, affected as it is by seasonal illnesses, economic conditions, and military and civilian health emergencies. This School, however, is not apprehensive concerning the employment of its graduates, now or in the future, provided that the employment situation in the country at large remains reasonably steady, that students make the best use of the School's curriculum and, after graduation, from time to time supplement the undergraduate preparation with postgraduate study.

Facilities for Instruction

CLINICAL FACILITIES.

The opportunities offered by a large general hospital assure a broad and varied clinical experience for the student nurses.

The Massachusetts General Hospital and the other institutions with which the School is allied offer extended and diverse clinical resources for the teaching of nursing. The General Hospital has a capacity of 502 beds. There are three main services: surgical, medical, and pediatric. There are such special services as dermatology, gynecology, neurology, orthopedics, psychiatry, and urology. Because of the relationship of this Hospital to the Harvard Medical School and because there is such a large element of research in the Hospital, the operating room has a very active service. Diet now plays a large part in the cure and prevention of disease. The extensive use of diet therapy in this Hospital provides wide experience in this increasingly important aspect of nursing.

The Out-Patient Department is comprised of 53 different clinics and each student has two or more periods of experience in this department. Every student has valuable clinical experience in the Baker Memorial, the building for people of moderate means, now open to a capacity of 300 beds. All students go to the Boston Lying-In Hospital for a three months affiliation in obstetrical nursing.

There are several elective courses for selected students: one of three months in the Hospital Social Service Department; one of three months at the Boston City Hospital or one of two months at Massachusetts Memorial Hospital in the care of patients ill with contagious diseases; one of four months observation and participation in teaching the sciences allied to nursing or in teaching nursing; one of three months at McLean Hospital, for a course in mental nursing; one of two months at the Massachusetts Eye and Ear Infirmary for special instruction in diseases of the eye, ear, nose, and throat; and the very popular two months course at the School of Public Health Nursing, conducted jointly by Simmons College and the Community Health Association. The Hospital pays a portion of the tuition of these latter students and maintains them in the home School while they are taking the course. The students must meet the expense of carfares during the public health affiliation.

**TEACHING
STAFF.**

The teaching and supervisory staff includes a large group of nurses and members of other Hospital departments who are well prepared in their fields from the standpoint of academic education, professional preparation, and experience. A well prepared librarian is in charge of the recently enlarged nurses' reference library. A full-time public health nurse on the staff of the School assists with the integration of social and health aspects throughout the curriculum and helps to identify, for both teaching staff and students, opportunities for experience in the teaching of positive health. The medical aspects of nursing are taught by physicians, of whom the majority are graduates of Harvard Medical School and have appointments on the permanent medical staff of the hospital. The allied departments of diet therapy, occupational therapy, physiotherapy, and social service provide qualified instructors for classes in their respective fields.

**GUIDANCE
PROGRAM.**

A member of the teaching or supervisory staff acts as advisor to each individual student. The students are assigned to advisors after the preclinical term for the duration of the course. It is the hope of each advisor that she may be a source of help to the student for professional and non-professional, school and personal problems.

CLASSROOMS**LABORATORIES
LIBRARIES.**

There are four large classrooms and two laboratories of which the School has the exclusive use. One laboratory is well equipped for the teaching of sciences and the other for the teaching of nutrition. Other classes are held in the various amphitheatres and clinic rooms of the Hospital. The nurses' reference library is in the Moseley Building and is named the Palmer-Davis Library in honor of two alumnae of the School. The library is in charge of a professional librarian. It contains 34 periodicals and 2669 volumes of which 121 are in an historical collection, 454 in ward libraries and 2094 on the library shelves. Students have full access to the Warren Library, the patients' fiction library of 5149 volumes. Except in the evening hours, students also have access to the Treadwell Library, which is the Hospital's medical library of 16,571 volumes and 122 periodicals. There are also small teaching rooms, with reference books, either on or adjacent to almost every ward in the Hospital. Ward teaching conferences



IN THE SCIENCE LABORATORY AND THE NURSING CLASSROOM
THE STUDENT GAINS KNOWLEDGE AND SKILL TO CARE
FOR PATIENTS





IN THE WARD CONFERENCE THE PUBLIC HEALTH INSTRUCTOR
DISCUSSES THE COMMUNITY NURSING PROBLEMS OF A
PATIENT SOON TO BE DISCHARGED

LEARNING TO KEEP GOOD RECORDS IS AN ESSENTIAL
FACTOR IN LEARNING GOOD NURSING CARE



and clinics are held in these rooms which also offer to the students on each ward a place for study of special ward records and references.

EXTRA-CURRICULAR
ACTIVITIES.

The Staff of this School, in common with many other educators, believe that the so-called extra-curricular activities make a real contribution to the student's social growth. Therefore, a definite plan has been made for the creation and supervision of these activities. For this purpose the School has provided a full time physical-social director, a graduate of the Sargent School of Physical Education and Boston University. The extra-curricular activities are under the direction of the physical-social director and the Student Nurses' Cooperative Association. Social activities are adjusted to the varying interests and needs of individual students. Informal dances and parties are held each month in the residences. Bridge, dramatics, glee club, book club, tap dancing, basketball, and swimming at a nearby pool are available for all. Every member of the School is expected to select one or more activities in which she wishes to participate. The physical-social director plans excursions to places of historical interest. She informs the students concerning lectures, concerts and various education exhibits in Boston.

The Student Nurses' Cooperative Association is a student-faculty organization. In cooperation with the faculty, students take an active share in plans to establish and maintain happy and constructive relationships in student life.

Curriculum

INTRODUCTION.

The program is so planned that the three years are divided into three periods: the first includes the pre-clinical term and junior year; the second, the intermediate year; and the third, the senior year. The art of nursing has developed to a degree where the educational program of a nurse requires careful planning to provide an opportunity for progress from the elementary to the more complex problems. A consistent integration of courses and experience stimulates students' growth and thereby increases the value of the curriculum.

Because there is today a greater emphasis than ever before upon the maintenance of health and because the nurse plays a greater part than ever before in this program, courses are included in the curriculum which prepare the nurse to aid in not only the cure but also the prevention of disease. It is the responsibility of every instructor, moreover, with the aid of the public health nurse, to incorporate the preventive and community aspects of nursing in every course. During the clinical assignments the students are guided, through a ward teaching program, to apply their learnings in the nursing care of the sick patient and in the instruction of the convalescent and his family.

A trimester program is planned to provide opportunity to give better nursing care, to improve teaching methods, to correlate ward experience with classroom instruction, and to reduce not only the size of the classes but also the number of class hours per week for each student. This program also makes possible a well balanced class schedule for those students who are granted special affiliations which necessitate residence in the affiliating schools. A three-term plan makes possible the instruction in all basic clinical courses during the first year the student is in School.

SUMMARY OF CLINICAL EXPERIENCE.

The student does not assume regular ward duties during the first four months. The ward practice of this period is especially well supervised and averages about twelve hours weekly.

The distribution of ward assignments for a typical student generally

shows the following schedule by months: preclinical course, six; surgical nursing including operating room, eight; medical nursing, five; pediatric nursing including nursery school and milk laboratory, three; obstetrical nursing, three; diet kitchen, one; special wards, such as skin, orthopedic, neurological, and urological, four; and one major or two minor electives, four. The typical student has two out-patient clinics and is assigned from the ward where she is on duty to the clinic of the same service; that is, from a medical ward to a medical clinic, or from a nerve ward to a nerve clinic. The largest number of patients in this Hospital, as in most others, is surgical, therefore this is the service in which there is the longest period of experience.

Description of Courses

NURSING AND HEALTH EDUCATION

NURSING I & II—INTRODUCTION TO GENERAL NURSING PRINCIPLES AND PRACTICE INCLUDING CARE OF PATIENT'S ENVIRONMENT; BANDING; MASSAGE. INTRODUCTION TO CLINICAL NURSING, INCLUDING MEDICAL AND SURGICAL ASEPTIC TECHNIQUE; ASSISTING THE DOCTOR WITH DIAGNOSTIC TESTS AND TREATMENTS; NURSING CARE STUDIES. (230 classroom hours; 175 hours supervised ward nursing practice.)

Miss Perkins, Assistants and Special Instructors

The aim of this course is to guide the student in the development of the understanding, attitudes, and skills which serve as a foundation for nursing. Scientific principles are emphasized to clarify the reasons for methods used. Factors which insure good nursing are analyzed in relation both to the procedures taught and to their adaptation as the condition of a particular patient makes it necessary. In planning nursing care, the patient is considered as a member of a family in a community and as a person with social and economic problems. How to help the patient solve his health problems is a part of each unit taught. Because the nurse works closely with many groups, emphasis is placed on her cooperation with other departments functioning to serve the patient. Following the basic nursing is an orientation of the student to her Junior ward assignments and to her increasing responsibilities for the care of sicker patients. Plans are considered for managing the care of a group of patients in relation to one another and to the total ward activities. Studies of individual patients are continued and amplified. Technics of a more complicated nature are presented and practiced. Introductory phases of material to be considered by the clinical supervisors and head nurses are presented as a basis for ward teaching.

NURSING III—UNIT I (16 hours) FIRST AID AND EMERGENCY NURSING
Miss Wilson, Miss Cady, Miss Williams

This course presents the principles underlying effective nursing in emergencies and the procedures which represent safe first aid care. The content of the course is based in large part upon the principles taught in medical and surgical nursing.

NURSING III—UNIT II (15 hours) ADAPTATION OF NURSING ACTIVITIES TO THE HOME

Miss Perkins, Miss Andrews and Clinical Supervisors

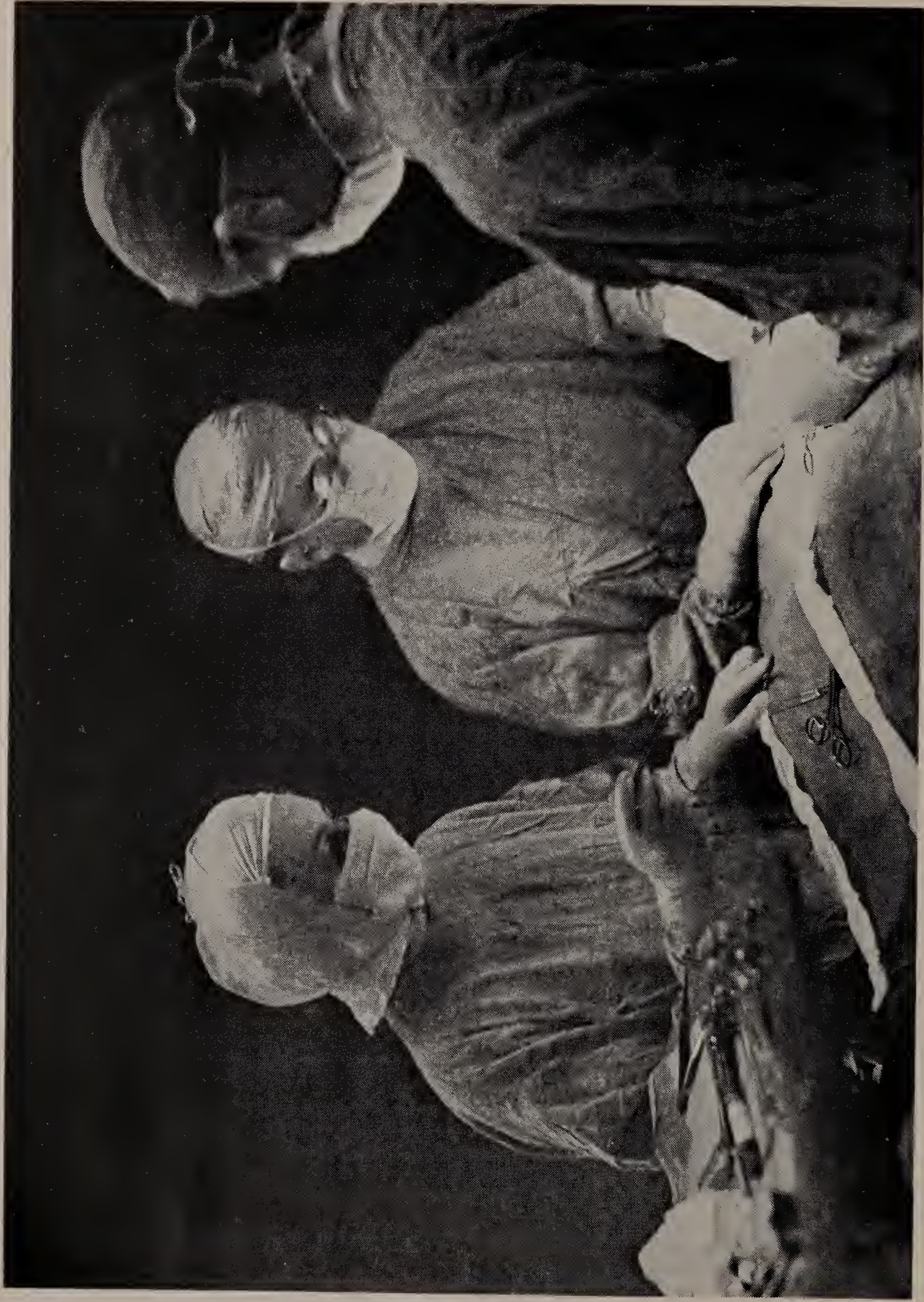
A review, in terms of present-day health problems, of the types of illness for which the nurse may be called to give care in the home. Special consideration



STUDY HOUR ON THE CHILDREN'S WARD

READY FOR A TREATMENT





OPERATING ROOM EXPERIENCE IS A CHALLENGE TO THE STUDENT INTERESTED IN SURGICAL NURSING

is given to prolonged convalescence, the care of persons with chronic disease, and cases of incipient mental illness. Improvised equipment and modified procedures are discussed and demonstrated.

NURSING III—UNIT III (20 hours) PRINCIPLES AND PRACTICES OF PUBLIC HEALTH AND COMMUNITY NURSING

Dr. Stevens and Miss Andrews

This course is planned to guide the student to a fuller appreciation of the teaching function of the nurse and to suggest opportunities wherein the nurse may participate in organized community health activities. Lectures are presented on the history, function, and practice of community nursing as developed locally and nationally. Field trips are made to selected agencies and institutions established to meet the health needs of individuals in the community.

SOCIAL HYGIENE (6 hours)

Miss Johnson

An interpretation of the Social Hygiene program of the official and non-official health organizations. One object is to aid the student to make a sound personal adjustment in relation to the sex factor in her own life and another is to prepare the student to assist, as a nurse, in the effective teaching of social hygiene.

COMMUNITY SANITATION AND HYGIENE (15 hours)

Miss Andrews

The object of this course, which includes lectures, is to give the student some practical knowledge of the problems of sanitation and its important relationship to the health of the people. By the discussion of the contribution of the medical sciences in the prevention of disease and by studying methods of control and education, the student becomes aware of the nurse's opportunity to participate in programs of preventive medicine and in programs for the improvement of community health.

BIOLOGICAL AND PHYSICAL SCIENCES

ANATOMY AND PHYSIOLOGY (90 hours)

Miss Kelleher and Assistants

A course designed to guide the student in developing an intelligent understanding and appreciation of the structure and function of the human body. Stress is placed on the normal functioning of the body, which is basic to the study of hygiene, principles and practice of nursing, nutrition, and the medical sciences. From the beginning of the course, emphasis is placed on understanding and maintenance of normal body functioning as one of the basic principles in preventive medicine.

CHEMISTRY (45 hours)

Mrs. Rossetter and Assistants

By lectures and laboratory work, some of the more fundamental principles of inorganic and organic chemistry and biochemistry are presented to contribute to a fuller understanding of the normal physiological processes. Emphasis is placed on the development of accuracy in laboratory work. Interpretation is given of the tests with which the nurse assists or which she may later perform.

MICROBIOLOGY (45 hours)

Miss Wilson and Assistants

The purpose of this course is to acquaint the student with the development of the science of microbiology and its principles as they apply in preventive programs and nursing care of the sick. Practice in the laboratory familiarizes the student with methods by which micro-organisms can be handled safely and destroyed effectively. The nursing procedures in which the student may apply these principles are given in concurrent nursing classes.

SOCIAL SCIENCES

GUIDANCE OF STUDY (3 hours)

Miss Kempf

An introductory unit of the psychology course which is given to aid the student in the development and improvement of study habits. Lectures, discussions, and conferences are included on how to read, take notes, organize materials, use the library, and other skills basic to effective study.

PROFESSIONAL ADJUSTMENTS I (20 hours)

Miss Johnson and Assistants

These lectures and discussions are based upon the underlying principles of human conduct as related to professional ethics and etiquette. The object of these classes is to aid the student in adapting herself to her new environment and to give her an appreciation of her responsibilities to the patients, the Hospital, the School of nursing, and her co-workers.

HISTORY OF NURSING (14 hours)

Miss Sleeper

A survey of the historical development of nursing. The course is planned to acquaint the student with the great leaders who have established the traditions and ideals of nursing. Nursing systems and institutions are studied to show how changing social and economic conditions have influenced the expression of nursing ideals.

PROFESSIONAL ADJUSTMENTS II AND III
(30 hours)

Miss Johnson and Assistants

A brief survey of the developments in the field of nursing and of programs of preparation for service in the various branches of nursing. A discussion of the problems a nurse may meet in these fields. A history of the professional nursing organizations and an interpretation of their contributions to nursing. An effort to enlist the interest of the students to a degree where, as young graduates, they will actively support these organizations and the profession as a whole. This course includes a unit in preparation for private duty nursing.

PSYCHOLOGY I & II (16 hours)

Miss Kempf

Lectures, panel discussions, and experiments are used to illustrate human behavior. The mental processes involved in daily adjustments are studied and con-

sideration is given to the influence of constitutional factors and life experiences in determining the total personality. Emphasis is placed upon the underlying principles of teaching and their application to the teaching of health according to patients' needs.

PSYCHOLOGY III (8 hours)

Miss Kempf

A brief survey of the influence of psychology and emotional factors in individual development from infancy through old age. Consideration of the fundamental principles of mental hygiene is stressed and special emphasis is given to techniques of child guidance.

SOCIOLOGY (15 hours)

Miss Kempf

A study of the principles underlying group living, the evolution of family life, the economic, social and personal problems which confront the present day family. The development of group life through the years of human experience to its present complex organization is considered. The student is introduced to community agencies concerned with the improvement of social welfare.

NUTRITION I—NORMAL NUTRITION (36 hours)

Mrs. McGinn

A study of the nutritional requirements of the body at varying age levels, occupations, and climates. The application of the requirements in the construction of dietaries for normal individuals and families. A study of the care of food in the home and its preparation, with particular emphasis in the laboratory on those foods used in the dietaries of convalescents.

NUTRITION II—PRINCIPLES AND PRACTICE OF DIET THERAPY
(15 hours)

Miss Seibert

The principles of diet therapy as they are applied in the modification of normal adequate diets to meet the needs of patients receiving corrective diets. Individual patients are studied to demonstrate results secured from dietary measures and their importance in the treatment of disease.

NUTRITION III—SOCIAL DIETETICS (7 hours)

Miss Blecha

A group of classes planned to assist the student in summarizing her knowledge of normal nutrition and diet therapy. Emphasis is placed on applied dietetics, particularly as related to clinic patients and their social and financial problems. Special attention is given to food budgets and to the food habits of the foreign born. The content of this course should enable the nurse to make a more valuable contribution to any program for the maintenance of health—in the home, the clinic, and the community.

MEDICAL NURSING

DERMATOLOGY (10 hours)

Drs. Swartz and Dieuaide, Mrs. Downer and Miss Grosvenor

The etiology and symptomatology of skin diseases are presented by lecture, dis-

cussion, and demonstration of clinical material. The study covers the most common social, occupational, and parasitic dermatoses, placing special emphasis upon syphilology and the importance of the early recognition of signs and symptoms. This course is given concurrently with the study of medical diseases.

MEDICINE I—GENERAL MEDICAL DISEASES AND NURSING CARE (36 hours)
Drs. Means, Rawson, and Kety; Misses Follett, Russell, and Terry

A study of the etiology, clinical manifestations, course, treatment, and prevention of disease. The course is given by lectures, clinics, nursing classes, moving pictures, and excursions concurrently with the students' medical ward experience, which applies the study to individual patient care through bedside clinics, case studies, individual and group conferences. The social aspects of medical diseases are discussed in their related sequence by the medical social worker. The content is arranged in five units of approximately seven hours each.

MEDICINE II (16 hours)
Drs. Feemster and Eustis; Misses Follet and Andrews

This includes lectures, discussions, moving pictures, and nursing classes which are concerned with the nature of the principal communicable diseases. Special emphasis is placed on mode of transmission, general symptoms, complications, and prevention. The social and economic aspects of the venereal diseases are presented by the medical social worker.

PATHOLOGY (20 hours)
Miss Kelleher

An introductory clinical course which leads from the consideration of normal structure and function, as studied in anatomy and physiology, to a consideration of disease conditions; their cause, the body's reaction, and the doctor's methods of diagnosis are explained. This study lays the foundation for subsequent courses in medical and surgical nursing and prepares the student to observe and understand the patient's symptoms and to assist the doctor with the diagnostic tests and procedures.

PHARMACOLOGY I (30 hours)
Miss Wilson

This course of study furnishes opportunity for the student to prepare solutions and measure drugs which may be used before instruction is given in advanced materia medica. The course is preceded by a pre-test in the fundamentals of arithmetic. Practice is given in the preparation of solutions and fractional doses.

PHARMACOLOGY II (23 hours)
Miss Wilson

The study of drugs and other common types of therapy. Emphasis is placed on the important drugs, their administration, dosage, mode of action, toxicology, emergency treatment, and therapeutic use as related to the systems affected. Effort is made to develop in the student an appreciation of the nurse's responsibility in administering or in assisting with the administration of the various types of therapy.

SURGICAL NURSING

OPERATING ROOM NURSING (10 hours)

Mrs. King

Herein are presented the principles underlying asepsis and the techniques used in the care of surgical patients. Demonstrations are given of the different types of set-ups and operative procedures as means of orienting the student to her operating room experience. Moving pictures are shown to demonstrate some of the factors which safeguard the patient during operation and are essential for a good recovery from operation.

SURGERY I (40 hours)

Drs. Allen, Kazanjian, Daland, Cannon, Hayden and Soutter; Mrs. Andrews, Miss Duguid, Mrs. Battin

This course is planned to teach the general principles and practices underlying surgical care. The first unit includes the history of surgery, fundamental principles, types of anaesthesia, and pre- and postoperative management of patients. The second unit is concerned with the etiology, pathology, symptomatology, treatment, prevention, and nursing procedures as they apply to the general surgical disorders. It is given concurrently with a block of the students' surgical ward experience, which includes nursing practice and further individual and group instruction. Special attention is focussed on the patients' problems of adjusting to surgical convalescence in the hospital and in the home.

SURGERY II (27 hours)

Drs. Larson, Reidy, Ahnlund, and Norton; Miss Boyce, Mrs. Andrews, Misses Cannon, and Morse; Drs. Smith and Lever; Miss French

This course covers two units on surgical specialties. It is a presentation of the congenital and acquired orthopedic conditions with emphasis on factors contributing to correction of deformities and the value of physical and occupational therapy as an aid to rehabilitation. Students are acquainted with the state and federal assistance available to these patients and sources of needed apparatus.

The second unit treats of urological diseases, their causes, symptoms, treatment, nursing care, prevention, and complications. The classes are scheduled to parallel the nursing experience, and since some of these conditions present problems of long convalescence, special emphasis is directed to this problem as it affects hospital and home care.

NEUROLOGY AND PSYCHIATRY

NEUROLOGY (10 hours)

Dr. Michelsen and Miss French

After a brief review and a more detailed study of the anatomy and physiology of the nervous system, a general survey is made of the more common neurological and neuro-surgical conditions. Through the nursing classes, specialized nursing measures are presented.

PSYCHIATRY (18 hours)

Drs. Cobb, Finesinger, and Lindemann;
Miss Binderup

This course is planned for those students who do not affiliate for psychiatric nursing. It includes a brief survey of the etiology, symptomatology, and treatment of the commoner types of psychiatric disorders. The principles and techniques of psychiatric nursing are studied. Emphasis is placed upon the interdependence of physical, intellectual, and emotional factors in the production of all types of illness. Special consideration is given to the operation of psychiatric factors in physical illness and the care of the general hospital patient with psychiatric symptoms.

OBSTETRICAL AND PEDIATRIC NURSING

OBSTETRICS AND NURSING CARE (60 hours)

Obstetricians and Miss Nelson

This instruction and experience is obtained by affiliation with the Boston Lying-In Hospital, where a course is given in the nursing principles and practice of obstetrics. The theory is given by outstanding obstetricians and nurse instructors.

NURSING CARE OF THE CHILD (40 hours)

Drs. Butler and Ross; Miss Hall

This course presents the physical, mental, and social development of normal children and the major aspects of diseases of children. Special emphasis is placed on preventive measures, mental hygiene, habit formation, dietary needs, and preparation of food. Care of premature infants and diversional therapy for children, as well as an interpretation of nursery school objectives with nursery school experience, are included.

EYE, EAR, NOSE AND THROAT

NURSING IN DISEASES OF THE EYE, EAR, NOSE AND THROAT

(15 hours)

Drs. Evans, and Clarke; Miss Gilmartin

Lectures, clinics, and nursing demonstrations are given by the medical and nursing staff of the Massachusetts Eye and Ear Infirmary. These include a brief review of the anatomy and physiology and a study of the diseases of these organs. The principles underlying prevention, treatment, and nursing care are included. Excursions to the Massachusetts Eye and Ear Infirmary and Perkins Institute for the Blind help to make the course of study more vivid and valuable.

SUMMARY OF CLASS HOURS

NURSING AND HEALTH EDUCATION	317 hours
Nursing I—Introduction to General Nursing Principles and Practice including Care of Patients' Environment, Bandaging, Massage, and Diversional Therapy—206	
Nursing II—Introduction to Clinical Nursing—45	
Nursing III	
Unit I—First Aid and Emergency Nursing—16	
Unit II—Nursing Care Adaptations to the Home—15	
Unit III—Principles and Practices of Public Health Nursing—20	
Community Sanitation and Hygiene—15	
BIOLOGICAL AND PHYSICAL SCIENCES—APPLIED TO NURSING	180 hours
Anatomy and Physiology—90	
Chemistry—45	
Microbiology—45	
SOCIAL SCIENCES—APPLIED TO NURSING	107 hours
Guidance of Study—3	
History of Nursing—14	
Professional Adjustments I—20	
Professional Adjustments II and III—30	
Psychology—24	
Sociology—16	
Social Service (included with related courses)	
NUTRITION	60 hours
Nutrition I—36	
Nutrition II—16	
Nutrition III—8	
MEDICAL NURSING	150 hours
Dermatology—10	
Diseases of Eye, Ear, Nose and Throat—15	
Medicine I—36	
Medicine II—16	
Pathology—20	
Pharmacology I—30	
Pharmacology II—23	
SURGICAL NURSING	74 hours
Operating Room Nursing—10	
Surgery I—40	
Surgery II—24	
NEUROLOGICAL AND PSYCHIATRIC NURSING	28 hours
OBSTETRICAL NURSING	60 hours
PEDIATRIC NURSING	40 hours
Total	1016 hours

NOTE: In addition to the foregoing, organized ward or clinic instruction is given,
 Medical Ward Instruction 2-4 hours each week
 Surgical Ward Instruction 2-3 hours each week
 Out-Patient Clinic Instruction 1-2 hours each week

Students

CLASS OF 1943

- Felicita Boselli, B.A., Campoferro,
 Voghera, Italy
 Patricia Campbell, Greenfield, Mass.
 Katherine Chase, W. Rutland, Vt.
 Helen Chwalek, Lawrence, Mass.
 Virginia Durning, Manchester, N. H.
 Grace Farley, Woonsocket, R. I.
 Ingeborg Grosser, Melrose, Mass.
 Gertude Hall, Ridlonville, Me.
 Marion Hamelin, Georgetown, Mass.
 Virginia Hanlon, Winthrop, Mass.
 Dorothy Hansen, Maynard, Mass.
 Marguerite Hartnett, Marlboro, Mass.
 Mildred Johnson, S. Easton, Mass.
 Antoinette Kaminski, Taunton, Mass.
 Genevieve Koziol, Ludlow, Vt.
 Catherine Maitland, S.B., Swampscott,
 Mass.
 Mary McComiskey, Allston, Mass.
 Martha Metcalf, Hamden, Conn.
 Helen Middleditch, Barneveld, N. Y.
 Barbara Mulvanity, Nashua, N. H.
 Marjorie Murray, Dover, N. H.
 Ruth Murray, S. Attleboro, Mass.
 Mary Nickerson, Daytona Beach, Fla.
 Margaret O'Brien, Hudson, N. Y.
 Elizabeth O'Loughlin, B.A., Woonsocket,
 R. I.
 Priscilla Powers, Gloucester, Mass.
 Marion Randall, B.S., Boston, Mass.
 Emma Rice, Wilbraham, Mass.
 Gertrude Richards, Topsfield, Mass.
 Jeanne Ross, Somerville, Mass.
 Mary Sheehan, Taunton, Mass.
 Marie Steele, W. Springfield, Mass.
 Sasha Striga, S. Attleboro, Mass.
 Lorna Thigpen, Ph.D., New York, N. Y.
 Mary Wallace, Rochester, N. H.
 Erma Welker, Ashland, Wis.
 Ann Barrett, Concord, N. H.
 Maryalice Barron, Salem Depot, N. H.
 Betty Brewer, Damariscotta, Me.
 Jessie Brown, B.A., Fitchburg, Mass.
 Ruth Brown, W. Moreland, N. Y.
 Elaine Bruce, Amenia, N. Y.
 Helen Burns, Brookline, Mass.
 Veronica Byrne, E. Boston, Mass.
 Jacquelyn Cape, Cambridge, Mass.
 Mary Carr, Newport, N. H.
 Evelyn Cooney, Glen Ridge, N. J.
 Edith Dasey, Newton Highlands, Mass.
 Mary DeWolf, Ph.B., Warren, R. I.
 Gertrude Dowling, Manchester, N. H.
 Helen Finn, Rochester, N. Y.
 Ethel Gardner, Nantucket, Mass.
 Nettie Garrison, B.S.E., Lawrence, Mass.
 Aldona Gelus, Webster, Mass.
 Mary Hatheway, W. Hartford, Conn.
 Christine Hogan, Sharon, Mass.
 Evelyn Husson, Springfield, Mass.
 Doris Johnson, B.A., Concord, N. H.
 Pauline Johnson, Meredith, N. H.
 Ruth Johnston, Brighton, Mass.
 Helen Krasnecki, N. Chelmsford, Mass.
 Mass.
 Mary LoGiudice, Brockton, Mass.
 Mary Malone, Jamaica Plain, Mass.
 Shirley Mansfield, E. Northfield, Mass.
 Madeline McCormack, Quincy, Mass.
 Clara Miller, Ogden, Utah
 Barbara Moulton, Medford, Mass.
 Elizabeth Mucica, Little Falls, N. Y.
 Elaine Noyce, Brockton, Mass.
 Stella O'Mara, E. Millinocket, Me.
 Minnie Oosting, Muskegon, Mich.
 Marianne Orvis, Dubuque, Iowa
 Jeanne Parant, Melrose, Mass.
 Barbara Parsons, New Castle, Pa.
 Mary Quinn, Sudbury Center, Mass.
 Jean Roberts, Bridgeport, Conn.
 Doris Robitaille, Southampton, Mass.
 Martha Seaworth, Langdon, N. D.
 Constance Smith, Melrose, Mass.
 June Stewart, N. Providence, R. I.
 Jane Strickland, Rockfall, Conn.
 Cleopatra Stylianos, Nashua, N. H.
 Hope Sullivan, Arlington, Mass.
 Rita Timms, Boston, Mass.
 Margaret Thomas, Ningpo, China
 Constance Warner, B.A., Oberlin, Ohio

CLASS OF 1944

Aino Berg, Peabody, Mass.
Bettie Boyce, Burlington, Vt.
Anne Bucheri, Salem Center, N. H.
Anna Budzyna, E. Douglas, Mass.
Kathleen Burpee, Manchester, N. H.
Blair Cassell, Pawtucket, R. I.
June Cassels, Buzzards Bay, Mass.
Priscilla Cole, Gloucester, Mass.
Mary Connor, Dorchester, Mass.
Lelia Duffy, Taunton, Mass.
Mary Fagan, Taunton, Mass.
Pearl Foss, Newtonville, Mass.
Elaine Gordon, W. Newton, Mass.
Jean Gravelle, Bucksport, Me.
Madeleine Hamel, Worcester, Mass.
Nancy Hardy, Malden, Mass.
Mary Hart, Rochester, N. Y.
Annette Heinzle, Jefferson, Mass.
Alice Howell, Baltimore, Md.
Helen Kneeland, Dover, N. H.
Marjorie Lafleur, Fall River, Mass.
Ann LaVigne, Worcester, Mass.
Carleen Marr, E. Gardner, Mass.
Natalie McCrillis, N. Conway, N. H.
Anna McMennamin, Brockton, Mass.
Gertrude McMorran, Lincoln, N. H.
Lillian Nolette, Salmon Falls, N. H.
Ruth Pedley, N. Grosvenordale, Conn.
Barbara Raimier, Adams, Mass.
Mary Singleton, Manchester, Mass.
Martha Addison, New York, N. Y.
Priscilla Andrews, Milton, Mass.
Margaret Bachelder, Hallowell, Me.
Olive Bedell, Holden, Mass.
Louise Brown, Beverly, Mass.
Barbara Came, Bar Harbor, Me.
Gunvor Carlson, Gloucester, Mass.
Vivian Carroll, Long Branch, N. J.
Barbara Christie, Johnston, R. I.
Mary Church, N. Syracuse, N. Y.
Bernice Clarke, New Bedford, Mass.
Rita Collins, Winchester, Mass.
Mary Conroy, Hingham, Mass.
Miriam Davis, Portsmouth, N. H.
Bernardette DiNatale, Melrose, Mass.
Rita Doyle, Medford, Mass.
Meriel Emerson, Biddeford, Me.
Helen Fuller, Ogden, Utah
Almyra Gates, Visalia, Calif.
Dorothy Grant, Gloucester, Mass.
Miriam Hakkinen, Springfield, Mass.
Ann Hall, Holyoke, Mass.
Ruth Hanson, Saco, Me.
Ann Hart, B.S., So. Hope, Me.
Barbara Hayden, W. Newton, Mass.
Barbara Hitchings, Lynn, Mass.
Margaret Hosmer, Boston, Mass.
Etta Howard, Boston, Mass.
Barbara Johnson, Worcester, Mass.
Gertrude Kelly, Haverhill, Mass.
Jean Kistler, Chicago, Ill.
Jane LaClair, S. Grafton, Mass.
Phyllis Lavery, Webster, Mass.
Esther Leysath, Springfield, Vt.
Lena Mainiero, Bridgeport, Conn.
Mary Mark, N. Plymouth, Mass.
Marion Mazzolini, Randolph, Vt.
Dorothy McCullough, Wellesley, Mass.
Mavis Phelps, Mattapan, Mass.
Dorothy Quinn, Fitchburg, Mass.
Marie Rearick, B.S., Warren, Mass.
Marie Reeves, Jopkin, Mo.
Lenore Reimann, Mount Vernon, N. Y.
Mary Richards, Portsmouth, N. H.
Eileen Samuelson, New Haven, Conn.
Barbara Schurk, New Haven, Conn.
Barbara Somerville, Houlton, Me.
Marion Sullivan, E. Boston, Mass.
Mary Sullivan, Watertown, Mass.
Virginia Telander, Randolph, Mass.
Annie Thibodeau, Gray, Me.
Barbara Thorburn, Rumford, R. I.
Barbara WaGew, Fall River, Mass.
Priscilla Webster, Whitman, Mass.
Jeanne Welch, Attleboro, Mass.
Mary Welch, Rutland, Vt.
Cynthia Welcker, B.S., Holyoke, Mass.
Virginia Wentworth, Saugus, Mass.
Elizabeth Whitney, Gardner, Mass.

CLASS OF 1945

Winifred Allard, Dorchester, Mass.
Frances Balchunas, Abington, Mass.
Lois Borden, Haverhill, Mass.
Muriel Breault, Pawtucket, R. I.
Henrietta Brown, B.S., Quincy, Mass.
Rita Burke, Reading, Mass.
Ann Cahill, Gloucester, Mass.
Carol Cascadden, Littleton, N. H.
Marilyn Costello, Newtonville, Mass.
Jean Crosby, Brattleboro, Vt.
Iva Fearon, Brownville, Jct., Me.
Doris Freeman, Norwich, Conn.

- Norma Garcia, Simla, Col.
 Cleo Gilman, Manchester, N. H.
 Irene Gleichauf, Norwood, Mass.
 Julia Graves, B.S., Hartford, Conn.
 Helen Greene, Tucson, Ariz.
 Ann Heeley, Boston, Mass.
 Phyllis Herland, Rumford, R. I.
 Priscilla Hoxie, Milton, Mass.
 Mary Kendall, Watertown, Mass.
 Rosemary Koontz, Yakima, Wash.
 Theresa Langlois, Norwood, Mass.
 Anna Macdonald, Worcester, Mass.
 Dorothy MacInnis, Northampton, Mass.
 Virginia Malonis, S. Boston, Mass.
 Jeanne McGeoch, Abington, Mass.
 Dorothy Milroy, Ludlow, Mass.
 Janice Nagel, St. Mary's, Penn.
 Carolyn Nalley, Brighton, Mass.
 Ann Nichols, Boston, Mass.
 Joan Norkunas, Lowell, Mass.
 Virginia Osborne, Brockton, Mass.
 Margaret Pentecost, Dunkirk, N. Y.
 Phyllis Rea, Foxboro, Mass.
- Jean Ridgway, Tuckahoe, N. Y.
 Doris Robie, Barre, Vt.
 Janet Ross, Malden, Mass.
 Deborah Schreibman, New York, N. Y.
 Fannie Seplowitz, B.Ed., Plainfield, Conn.
 Mary Thurlow, Camden, Me.
 Madelyn Titus, Needham Hts., Mass.
 Mary Trottier, Bradford, Mass.
 Arline Tyzzer, Caldwell, N. J.
 Marian Waterhouse, Chicago, Ill.
 Dorothy Yando, Fitchburg, Mass.
 Constance Beauregard, A.B., Holyoke, Mass.
 Helen Belcher, A.B., Plymouth, Mass.
 Margaret Clarke, B.S., Greenfield, Mass.
 Ellen Daggett, Milo, Me.
 Dorothy Hess, Waterbury, Conn.
 Geraldine Lowell, Willimantic, Conn.
 Martha Mantyla, Worcester, Mass.
 Jane Martin, B.A., Providence, R. I.
 Mary McNees, A.B., Media, Penn.
 Dorothy Ronne, Pawtucket, R. I.
 Laura Schlums, Whitinsville, Mass.
- Clarice Abrahms, Springfield, Mass.
 Shirley Ansell, Portland, Me.
 Margaret Bacon, Dorchester, Mass.
 Shirley Bailey, Huntington, N. Y.
 Barbara Barber, Brattleboro, Vt.
 Carol Barrows, Falmouth, Mass.
 Elaine Baumann, Waltham, Mass.
 Patricia Bottiani, Islip, N. Y.
 Harriet Boyd, A.B., Cambridge, Mass.
 Evelyn Brewster, Wolfboro, N. H.
 Beatrice Britton, N. Andover, Mass.
 Nancy Burton, Winchendon, Mass.
 Justine Cassels, Buzzards Bay, Mass.
 Audrey Christman, A.B., Cold Spring Harbor, N. Y.
 Anne Connelly, Brighton, Mass.
 Elizabeth Connor, E. Brookfield, Mass.
 Donna Conroy, Ogden, Utah
 Mary Cunningham, Guilford, Me.
 Clacia Curtis, Peru, Vt.
 Dorothy Dayton, Mansfield Depot, Conn.
 Harriet Dean, Asheville, N. C.
 Dorothy Dill, Mansfield, Mass.
 Virginia Donahue, Providence, R. I.
 Edith Dunnells, Andover, Mass.
 Jeanne Durell, Columbus, Ohio
 Ruth Edwardsen, W. Concord, Mass.
 Elizabeth Faucett, Cambridge, Mass.
 Patricia Finn, Milton, Mass.
 Mary Fitzgerald, Roxbury, Mass.
- Patricia Ford, New Bedford, Mass.
 Mary Foss, Milton, Mass.
 Dorothy Gawthrop, S. Barre, Mass.
 Pauline Gendron, Central Falls, R. I.
 Norma Goff, Andover, Mass.
 Maude Gritzmacher, New Britain, Conn.
 Helen Hebditch, Bridgeport, Conn.
 Carolyn Holmes, Abington, Mass.
 Emily Howe, Springfield, Vt.
 Gladys Jensenius, Needham, Mass.
 Joanne Joy, Ellsworth, Me.
 Ruth Kammler, Mattapan, Mass.
 Eileen Kenneally, Newark, N. J.
 Natalie Keohane, Melrose, Mass.
 Wanda Kisiel, Ware, Mass.
 Annette Laliberte, A.B., Springfield, Mass.
 Louisa Lemire, Arlington, Mass.
 Grace McCleary, Millinocket, Me.
 Evelyn McDonald, Stoughton, Mass.
 Margaret McFarlin, Andover, Mass.
 Lucille McKenzie, Methuen, Mass.
 Esther McMorran, Lincoln, N. H.
 Bertha McNeil, Pittsfield, Me.
 Ethel Metcalfe, Hoxsie, R. I.
 Jane Milliken, Andover, Mass.
 Harriet Moffatt, Brookline, Mass.
 Elizabeth Mullaney, Fitzwilliam, N. H.
 Gertrude Murphy, Quincy, Mass.
 Julia Murphy, B.S., Charlestown, Mass.
 Beverly Nichols, Putnam, Conn.

Marjorie Norcross, Brockton, Mass.
 Beverly Pillman, E. Otis, Mass.
 Janice Randlett, Concord, N. H.
 Shirley Richardson, Wakefield, Mass.
 Virginia Ross, Littleton, Mass.
 Suzanne Rounds, E. Derry, N. H.
 Ann Rowe, Belmont, Mass.
 Helen Russell, Holyoke, Mass.
 Gilda Sardi, Waltham, Mass.
 Mary Scanlon, W. Roxbury, Mass.

Sadie Scavotta, Thompsonville, Conn.
 Ethel Shorr, A.B., New York, N. Y.
 Shirley Sibley, Winchendon, Mass.
 Dolores Spencer, Atlantic City, N. J.
 Agatha Stravinsky, Methuen, Mass.
 Evelyn Wafer, Franconia, N. H.
 Eleanor Whalen, Andover, Mass.
 Sonia Wisotsky, Stoughton, Mass.
 Muriel Zelle, Somerville, Mass.

CLASS OF 1946

Eleanor Backus, Barre Plains, Mass.
 Eleanor Baker, Brockton, Mass.
 Dorothy Bickford, Quincy, Mass.
 Betty Bidwell, Thomaston, Conn.
 Dorothy Blanchard, Fitchburg, Mass.
 Gracia Brown, Pittsfield, Mass.
 Elaine Byrne, Woodsville, N. H.
 Antoinette Calabro, Boston, Mass.
 Annette Calkins, Winsted, Conn.
 Pauline Colby, E. Andover, Mass.
 Caroline Cook, Somerville, Mass.
 Claire Coolidge, Petersham, Mass.
 Anna Cousins, Boston, Mass.
 Anna Denisevich, Concord, Mass.
 Irene Deshenes, E. Jaffrey, N. H.
 May Dougherty, New Haven, Conn.
 Rita Dougherty, New Haven, Conn.
 Leona Dzikiewicz, N. Abington, Mass.
 Barbara Everberg, Woburn, Mass.
 Lillian Ewing, Littleton, Mass.
 Helen Fitzgerald, Waltham, Mass.
 Nancy Foster, W. Roxbury, Mass.
 Eleanor Garland, Wakefield, Mass.
 Elizabeth Gerry, Millinocket, Me.
 Chloe Gilmore, Acushnet, Mass.
 Anne Gounaris, Dorchester, Mass.
 Genevieve Hallett, Boston, Mass.
 Elizabeth Halstead, Hyde Park, Mass.
 Janet Harrington, Amherst, Mass.
 Pauline Hartt, Newport, N. H.
 Louise Hey, Wollaston, Mass.
 Kathryn Hinchey, Lexington, Mass.
 Mary Hingston, Newtonville, Mass.
 Rena Horan, Brookline, Mass.
 Barbara Hughes, Sharon, Mass.
 Penelope Kimball, Hingham, Mass.
 Shirley King, W. Roxbury, Mass.
 Virginia Kloski, W. Hartford, Conn.

Martha Koprowski, Southbridge, Mass.
 Loretta Krol, Waltham, Mass.
 Celia Lake, Henniker, N. H.
 Louise Leveille, Framingham, Mass.
 Jane Lundegren, Marblehead, Mass.
 Kathleen McIntyre, Greenville, Me.
 Eleanor MacDonald, Walpole, Mass.
 Alice Maddern, Stamford, Conn.
 Venila Magoon, Stowe, Vt.
 Ida Mayo, Natick, Mass.
 Mary Moskos, Westboro, Mass.
 Helene Mooney, Dorchester, Mass.
 Marilyn Munn, Lakewood, Ohio
 Gladys Oelschlagel, Norwood, Mass.
 Irene O'Leary, Fairview, Mass.
 Emily Peterson, Melrose, Mass.
 Clara Piantedosi, Watertown, Mass.
 Eleanor Power, Southbridge, Mass.
 Vera Presentato, Walpole, Mass.
 Shirley Rice, Gloucester, Mass.
 Elsie Rosendale, Melrose, Mass.
 Virginia Rounds, Abington, Mass.
 Eva Sabusky, Taunton, Mass.
 Frances Salmon, Southborough, Mass.
 Doris Sandquist, Stamford, Conn.
 Elsie Shippee, Wakefield, R. I.
 Margaret Shippee, Wakefield, R. I.
 Eloise Smith, Mansfield, Mass.
 Virginia Smith, Conway, N. H.
 Jean Swanston, N. Andover, Mass.
 Patricia Sweet, Stowe, Vt.
 Isabelle Vartanian, Hudson, Mass.
 Carolyn Viscariello, Concord, Mass.
 Edna Walcott, Marlboro, Mass.
 Phyllis Ward, Somerville, Mass.
 Darlene Wilkin, Fort Madison, Iowa
 Evelyn Willard, Providence, R. I.

RECOMMENDED READING

1. NURSES AND NURSING.
 - Boylston—Sue Barton Series
 - Brown—Nursing as a Profession
 - Deming—Penny Marsh Series
 - Dock and Stewart—Short History of Nursing
 - Gardner—Public Health Nursing
 - Harper—Merely the Patient
 - Nightingale—Notes on Nursing
 - Poole—Nurses on Horseback
2. SOCIAL PROBLEMS.
 - Addams—Twenty Years in Hull House
 - Benedict—Children at the Crossroads
 - Cannon—Social Work in Hospital
 - Cather—My Antonia
 - Deschweintz—The Art of Helping People Out of Trouble
 - Devine—Misery and Its Causes
 - Fairchild—Immigrant Backgrounds
 - Heyward—Porgy
 - Lewis—Ann Vickers
 - Van Waters—Youth in Conflict
 - Wald—The House on Henry Street
 - Waln—House of Exile
3. ETHICS.
 - Cabot and Dicks—The Art of Ministering to the Sick
 - Cabot—Meaning of Right and Wrong
 - Cabot—What Men Live By
 - Fosdick—Twelve Tests of Character
 - Lippman—A Preface to Morals
 - Phelps—Happiness
 - Rucker—Leadership
4. MEDICAL BIOGRAPHY AND HISTORY.
 - Andrews—The Lost Commander
 - Clendening—Behind the Doctor
 - Cook—Life of Florence Nightingale
 - Curie—Madame Curie
 - Cushing—Life of William Osler
 - Fuller—Story of Drugs
 - Grenfell—Forty Years for Labrador
 - Haggard—The Lamé, the Halt and the Blind
 - Heiser—An American Doctor's Odyssey
 - Jackson—Life of Chevalier Jackson
 - Strachey—Eminent Victorians
 - Walker—Pioneers of Public Health
 - Zinsser—As I Remember Him
5. MENTAL HYGIENE.
 - Beers—A Mind That Found Itself
 - Bretz—I Begin Again
 - Karinthy—Journey Round My Skull
 - Seabrook—Asylum



